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Discusses current honors programs in 35 American colleges and universities. Description of program at each institution covers: Type of program, administration, selection, counseling, instruction basis of awards, publicity, and evaluation. The institutions represented are those with current programs of some magnitude. Descriptions of programs at other institutions will be added as they become available. Report also includes recommendations of the commitee for a full honors program.

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INTER-UNIVERSITY COMMITTEE ON THE SUPERIOR STUDENT

DESCRIPTIONS OF HONORS PROGRAMS IN AMERICAN COLLEGES AND UNIVERSITIES

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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Willems 112.
University of Colorado

Boulder, Colorado

1959

ED-000433

FORWARD

Honors programs are those systematic efforts undertaken by colleges and universities on behalf of their more able students. Each institution which makes such an effort creates programs to suit its own special needs and conditions, thus producing the great variety of programs described in this booklet. We have tried to systematize the descriptions by placing the information under the following headings wherever applicable:

I. Type of Program
II. Administration
III. Selection
IV. Counseling
V. Instruction
VI. Basis of Awards
VII. Publicity
VIII. Evaluation

These categories are for purposes of description only and are not intended to indicate the essential elements in a full Honors program. The ICSS recommendations for a full program are printed elsewhere in this booklet. These recommendations are generalized guides for constructing an Honors program while the descriptions contained in this booklet show how actual programs are organized. The institutions represented are those with going programs of some magnitude. Descriptions of programs at other institutions will be added as they become available.

We solicit the cooperation of Honors directors in order to achieve full coverage of all programs and to keep the descriptions up to date. The ICSS would also welcome suggestions on how to make these descriptions more useful for those engaged in Honors work.

Norman D. Kurland
Associate Director

MAJOR FEATURES OF A FULL HONORS PROGRAM

ICSS Recommendations*

1. Identify and select students of higher ability as early as possible. This involves far closer cooperation than has hitherto been the case with high schools and preparatory schools. The proper uses of predictive techniques, past records, entrance tests and interviews, and studies of aptitude, motivation and achievement are now being explored and much experience is being canvassed.

2. Start programs for these students immediately upon admission to the college or university and admit other superior students into these programs whenever they are later identified by their teachers.

3. Make such programs continuous and cumulative through all four years with Honors counseling especially organized and equally continuous.

4. Formulate such programs in terms both of all the college work for the degree and of the area of concentration, departmental specialization, pre-professional or professional training.

5. Make the programs varied and flexible by establishing special courses, ability sections, Honors seminars, colloquia and independent study. Advanced placement and acceleration will serve in a contributory role.

6. Make the Honors Program increasingly visible throughout the institution so that it will provide standards and models of excellence for all students and faculty, and contribute to the substitution of an "Honors outlook" for the "grade outlook."

7. Employ methods and materials appropriate to superior students. Experience has shown that this involves:

    a. Bringing the abler students together in small groups or classes of from 5 to 20 students.

    b. Using primary sources and original documents rather than textbooks where possible.

    c. Less lecturing and predigesting by the faculty of content to be covered; approaching selectively the subject matter to be covered; discouraging passive note taking; encouraging student adventure with ideas in open discussion --the colloquium method with appropriate modification of this method in science and professional schools.

ICSS Recommendations Continued --

d. Supplementing the above with increased independent study, research and summer projects.

e. Continuous counseling, in the light of the individual student's development, by teaching personnel, not by full-time non-teaching counselors.

f. Giving terminal examinations to test the Honors results.

8. Select faculty qualified to give the best intellectual leadership to able students and fully identified with the aims of the program.

9. Reduce regular requirements where possible in order to give abler students greater freedom of choice among alternative facets of the Honors Program

10. Build in devices of evaluation to test both the means used and the ends sought by an Honors Program.

11. Use good students wherever feasible as apprentices and research assistants to the best men on the faculty.

12. Employ Honors students for counseling, orientation and other academic advisory purposes in the general student body.

13. Establish where possible an Honors center with Honors library, lounge, reading rooms and other appropriate decor.

14. Assure that such programs will be permanent features of the curriculum and not dependent on temporary or spasmodic dedication of particular faculty men or administrators--in other words, institutionalize such programs, budget them and build thereby a tradition of excellence.

The inauguration of an Honors program need not await the above full implementation but can be started where feasible and proceed in the direction of a full program.

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* From an address by Joseph W. Cohen, Director of the ICSS, Printed in THE SUPERIOR STUDENT (October, 1959) 3-5.

DESCRIPTIONS OF HONORS PROGRAMS IN AMERICAN COLLEGES AND UNIVERSITIES

Descriptions Available:

Beloit College
Boston College
Brooklyn College
Brown University

Buffalo, University of
Central Missouri State College
Colorado, University of
Duke University

Fordham University
Harvard University
Howard University
Illinois, University of

Indiana University
Iowa, State University of
Kansas State University
Kansas, University of

Massachusetts, University of
Michigan State University
Michigan, University of
New Mexico, University of

New York, The City College of
North Carolina State College
North Carolina, University of
Occidental College

Ohio State University
Princeton University
Rochester, University of
South Dakota, State University of

Stanford University
Swarthmore College
Texas, University of
Virginia, University of

Wisconsin, University of
Wyoming, The University of
Yale University

BELOIT COLLEGE
Enrollment in Arts and Sciences: 1,084
(Scholars' Program Courses, Special Sections, Departmental Honors)

I. TYPE OF PROGRAM: Porter Scholars' Program, inaugurated in spring, 1959, for superior students in their freshman year. This program will expand, a year at a time, until in the fall of 1961 it will encompass all four years.

Special sections of Freshman English for talented writers.

Traditional departmental Honors programs, with seminars and theses, for seniors.

II. ADMINISTRATION: The Porter Scholars' Program is administered by a Scholars' Program Board--six faculty members appointed by the Dean of the College, who serves ex-officio. The faculty chairman of this Board serves as Director of the Porter Scholars' Program. It is the function of this Board to plan and guide the evolution of the program, to select the students, to arrange for special courses and to recruit from the faculty, teachers who can be freed from part of their teaching load to work for a semester at a time with the Porter Scholars Program courses. The Board works with high school representatives to create a continuity for the superior student throughout his academic career.

Departmental Honors programs are administered by the department chairmen.

III. SELECTION: Freshmen are invited to participate in the Porter Scholars' Program on the basis of their high school record (grades, percentile rank in class, counselors' and principal's recommendation, etc.), a variety of national tests (C.E.E.B., S.T.E.P., A.C.E., etc.), and certain special tests in such things as ability in written composition. After a semester of work at Beloit, a student may be encouraged to join (or leave) the program on the basis of academic performance, with faculty recommendations weighing most heavily.

In the first year of the program, 28 students were enrolled for the second semester, and 18 more were invited to apply at the end of their first year. A student need not be enrolled in a course to be affiliated with the Porter Scholars' Program.

IV. INSTRUCTION: The 28 students in the program this year were enrolled in two interdepartmental courses--"Measures of Man," taught by a mathematician, a sociologist, and a professor of English, and "Growth of a Legend: Electra," taught by professors of history, theater, and Romance languages. These courses were

designed to range beyond traditional departmental boundaries and to provide an arena for free inter-disciplinary discussions. They meet in the evening for a two-hour period each week, with another hour provided for conference or lecture for three hours credit.

Next fall entering freshmen who qualify will be offered three one-hour courses, each taught by one faculty member, who will present a subject that will extend beyond the subject-matter limits of his department. For example, "Evolution of the Stars," taught by an astronomer, will extend into various non-astronomical aspects of evolution.

Sophomores will have their choice of two three-hour courses of a similar nature, one in the visual arts, the other in "The Natural History of the Devil."

The Scholars' Program Board is at work on plans to extend the opportunities for the superior student to include independent work during the term and in the summers in reading, writing and research.

V. AWARDS: Since the first Porter Scholars will not graduate until 1962, the final criteria for awards have not yet been worked out. Since the departmental Honors program already provides for the dedicated specialist, the Porter Scholars' Program should find some way--probably through performance in the special offerings of the program and a variety of written and oral examinations--to evaluate the degree to which the student is at home in the whole world of ideas, not only the area of his special interest.

At present Beloit College grants a degree cum laude, magna cum laude and summa cum laude on the basis of grade points alone. Departmental Honors may be added to this

VI. PUBLICITY: The various opportunities for the superior student are described in the catalogue. A special brochure is in the process of preparation.

VII. EVALUATION: We have as yet really no grounds for an evaluation save that student participants were very enthusiastic and that the faculty who taught the courses felt that the results were extremely good.

BOSTON COLLEGE
Enrollment in Arts and Sciences: 1,500
(Early Admission, Advanced Placement, Special Sectioning, Special Counseling, Seminars, Departmental Tutorial, Scholars of the College)

I. TYPE OF PROGRAM: Basically a multi-track system providing special courses and special sections of required courses for freshmen and sophomores. Junior year is devoted to departmental concentration under tutorial guidance which is continued through senior year at which time the most promising are appointed Scholars of the College and encouraged to undertake extensive independent work.

II. ADMINISTRATION: The Program is administered by a part-time Director of Honors advised by an Honors Committee composed of representatives from all the departments offering honors work. A separate Office of Special Programs staffed with a part-time Director of Honors, a student counselor, a foreign study advisor, and a member of the admissions office for liaison with the high schools is maintained to supervise the programs and progress of all students following courses of study which deviate from the ordinarily required pattern. The Honors Center also includes a seminar and reading room reserved for students in the Program.

III. SELECTION: The Director, with the assistance of the personnel of the Office of Special Programs and members of the Honors Advisory Committee, is responsible for the selection and separation of all students. Initial selection on the basis of College Entrance Examination scores, high school record and recommendation plus interview is made at matriculation. There is no cut-off point in grades or test scores or fixed per cent of class selected. Student records are reviewed each semester and candidates nominated by the faculty for the Program are admitted at the end of each semester. Beginning with junior year departmental recommendation becomes crucial.

IV. COUNSELING: Special counseling is provided by the staff of the Office of Special Programs plus special attention by the regular college educational counselors. Once a student's concentration has been determined he becomes the responsibility of the departmental representative on the Honors Advisory Committee who will counsel all honors students in his department as long as numbers are not prohibitive.

V. INSTRUCTION: Freshmen are placed in ability-grouped sections of required courses which follow enriched programs of study. Sophomores are also placed in special sections but, in addition, take a special seminar in the problems of Freedom and Authority in Modern Western Society for one semester and explore the same ideas in Oriental Civilizations in the following semester. In addition to tutorial departmental work in junior year all students take a special seminar in

Boston College Continued --

Integration of Methods and Principles in the Arts and Sciences. Senior year Scholars of the College work on theses and projects through independent study.

VI. BASIS OF AWARDS: Notation is made on students' records at the end of each semester to the effect that grades have been earned in enriched and accelerated courses. All students who successfully complete four years are graduated with honors.

VII. PUBLICITY: All of the Special Programs are extensively described in the various college catalogues and entrance bulletins. Special flyers have also been released and many news stories have appeared about students in the Program.

VIII. EVALUATION: Students are interviewed and invited to submit recommendations anonymously. Outside examiners are brought in to administer departmental comprehensive examinations to seniors. The success of students in graduate and professional schools is also used as an index.

BROOKLYN COLLEGE
Enrollment in Arts and Sciences: 8,139
(Special Counseling, Special Courses,
Individual Projects, Independent Study)

I. TYPE OF PROGRAM At present the Brooklyn College Honors Program makes three types of provisions for talented students: 1) Departmental and a few interdepartmental Honors Programs open to specially recommended juniors and seniors and involving research, seminars, colloquia, workshops, field work, independent study and reading for comprehensive Honors examination. 2) Course exemptions (with or without course credit) on the basis of independent preparation validated by examination. This is open to students in all four years. 3) Honors projects in non-Honors courses, open in all four years to individual students of exceptional ability.

A special feature under 1 (above) is a two-year comprehensive Honors program in Mathematics, consisting of a sequence of Honors seminars each taught by two instructors.

Advanced placement is available to entering students. Early admission is granted to a few students.

II. ADMINISTRATION: The program is administered by a Coordinator acting for the Dean of Faculty. Assisted by two faculty colleagues, the Coordinator supervises both the operation and the development of the program, interviews and counsels students recommended by teachers and counselors, and endeavors (utilizing entrance records, scholarship lists, Dean's list, etc.) to identify students with Honors potential as early as possible in their college career.

III. SELECTION: Students either apply for participation in Honors activities, or are recommended by teachers or counselors. Admission to Honors projects requires the sponsorship of the course teacher and the approval of the Coordinator of the College Honors Program; admission to Honors courses requires the recommendation of a teacher and the approval of the department Chairman.

In the semester just ended (Fall 1959) there were 97 students engaged in Honors projects in 24 courses, and 167 students in Honors courses in 15 subjects.

IV. COUNSELING: See II, above.

V. INSTRUCTION: Honors projects are worked out by the individual student in consultation with his sponsoring teacher. Students engaged in such work may, at the option of the teacher, be released from normal class-attendance requirements.

Brooklyn College Continued--

Honors courses are frequently given for single registrants, and rarely exceed an enrollment of sixteen students. Interdepartmental and Mathematics Honors courses are taught jointly by two instructors.

Except in the Departments of Art or Speech and Theater, where the result may be a workshop product, Honors work culminates in one or more written papers or examinations.

VI. BASIS OF AWARDS: Courses involving Honors activity and completed with the grade of A or B are entered on the student's record as completed with Honors credit. There is no limit to the number of Honors credits a student may acquire.

The relationship of Honors credit to graduation Honors is currently under study.

VII. PUBLICITY: A brief statement of the opportunities afforded by the program appears in the College Bulletin. In addition, every member of the teaching and counseling staff receives a one-page letter of information from the Coordinator at the beginning of each semester. New developments in the program are usually reported in the student newspaper.

VIII. EVALUATION: At the end of each semester the teacher submits a brief evaluation of each student who has done Honors work under his supervision. (This is not done for seniors, on the theory that their abilities are already known and a matter of record.) The teacher's evaluation becomes part of the student's permanent record.

A series of evaluation studies is also planned. The first, carried out in the semester just ended (Fall 1959), compares the achievement of a group of eight Honors students in second-year German with that of a matched group of equal initial ability which took the same course with the same teacher in the ordinary way. At the end of the semester the Honors group outperformed the control group in grammar, writing, oral comprehension, sight translation, and rate of progress; only in oral reading was there no significant difference, and even there the Honors group generally read a little faster and spaced their pauses better.

No attempt is made to collect formal student evaluations, since the students' enthusiasm is evident both in doing their work and in speaking of it.

BROWN UNIVERSITY
(Enrollment (including Pembroke College) 3,270)
(Special Sections, Independent Study,
Special Courses, Seminars, Colloquia)

I. TYPE OF PROGRAM: Upperclass departmental and interdepartmental.

The program in the Identification and Criticism of Ideas was started in 1953. At that time the courses in the program were open only to the top half of the entering class. They are now open to all freshmen and sophomores and every student must take at least two and not more than eight of them.

Starting in 1958-59, well-qualified students have been encouraged to pursue independent work for course credit apart from the Honors programs. Students pursuing such a course are called College Scholars.

II. ADMINISTRATION: Honors Programs: The Honors Council supervises all the programs, setting standards for admission and for the awarding of degrees with Honors, and making other general policy decisions. Each program is under the immediate administration of the Departmental Honors Supervisor, who makes decisions for individual cases.

The Honors program has a budget of $2,000 per academic year. An Honors office is maintained.

III. SELECTION: Honors Programs: The Honors Council has set the general requisite minimum average for admission to the Honors program at 3.0. This is an overall cumulative average, regardless of when the student enters the program. The actual decision, in each individual case, is made by the Departmental Honors Supervisor. The Supervisor may raise the requirement or allow a student to be admitted with an average of 2.75 or even lower on a probationary basis. About 4% of the students are enrolled.

College Scholars: Sophomores who have been on the Dean's List in their freshman year and upperclassmen who have been on the Dean's List for the three preceding semesters are permitted to take one course in this program if they draw up a satisfactory plan of study and obtain the approval of a faculty advisor and the director of the Honors Program.

IV. COUNSELING: Students are counseled for Honors by the Honors Council, the Director of Honors and the Departmental Honors Supervisors. A "typical" counselor sees 5-10 students during the semester. Honors work is considered a part of the teaching load of participating faculty.

V. INSTRUCTION: Honors Programs: The programs vary with different departments, but generally include a prescribed number of courses in the department (generally higher than for other students), some in special sections and some not

open to other students; and an independent study project, in the form of a thesis; and a comprehensive examination.

In some of the regular courses which the student takes in his major field, he does more intensive work than the regular student. Special courses may take the form of tutorials, reading courses with individual conferences, seminars or colloquia. The student receives course credit for the writing of the thesis.

All of the Honors Programs are very flexible, and can be altered to meet the needs of individual students. Allowances are also made where a student wishes to concentrate on a group of subjects not already organized into a program.

Identification and Criticism of Ideas: There are 25 courses in this program. Classic works are used instead of text books and the courses stress ideas rather than facts. Students come to grips with the subject matter through discussion, experimentation and observation in classes which are kept at a maximum of twenty.

VI. AWARDS: Honors Programs: Departmental Supervisors recommend candidates for degrees with honors to the Honors Council which makes the final decision, usually but not necessarily following the recommendation. The candidate's grade average, Honors course, thesis, and comprehensive are all taken into account. Sixty to seventy per cent of the Honors candidates are successful.

UNIVERSITY OF BUFFALO
Enrollment in Arts and Sciences: 1,600
(Special courses and sections of courses,
colloquia, special privileges)

I. TYPE OF PROGRAM: There are now special courses and special sections of regular courses for freshmen and sophmores. There are also a number of special extra-curricular opportunities.

II. ADMINISTRATION: The Honors Program in University College, the basic undergraduate division of the University of Buffalo, is under the general supervision of the Curriculum Committee of the College and is administered by the Dean inconsultation with an advisory committee composed of members of the faculty offering instruction in the Honors courses. Special counseling is provided by a member of the staff of University College who works closely with Honors Program students in selecting the courses which they will study.

III. SELECTION: The top 10 per cent of the entering freshman class, selected on the basis of high school rank, high school average, and performance in aptitude tests, are invited to participate in the program. Participation is voluntary, but participants must register for a minimum of two of the Honors courses offered.

Sophomores who did not participate as freshmen may be invited into the program if they maintained a quality point average of 2.3 (A=3.0) during the freshman year.

During the first year of operation of the Honors Program, approximately 140 students were invited to participate; 91 of them accepted the invitation.

IV. INSTRUCTION: Special Honors courses were offered in Inorganic Chemistry, Great Books, and New Points of View in American History. Special sections of regular freshman courses were offered for students in the Honors program in College Mathematics I, Introduction to Economics, Introduction to Sociology, Introduction to Political Science, and Introduction to Psychology.

In general, in the latter courses, the regular syllabus was followed. However, students were given an opportunity to probe much more intensively into certain topics, more extensively into others, to undertake independent studies, and to work more closely with their instructors.

Students in the Honors Program also had the opportunity to participate in a series of special colloquia which were scheduled during both semesters of the academic year. These were designed to introduce the students to the broad spectrum of knowledge represented in the various academic disciplines. Colloquia topics dealt with the natural sciences, the uses of logic,

art as experience, frontiers of the social sciences, and so on.

Students in the Honors Program had the use of a special reading room in the library which was reserved exclusively for their activities, and they were afforded special opportunity to participate in the cultural activities of the campus and the community.

V. PUBLICITY: The Honors Program is described in the University College bulletin and a special pamphlet is in the process of preparation.

VI. EVALUATION: During the first year of operation of the program both students and faculty were invited to comment on its operation at frequent intervals. Members of the faculty were enthusiastic about the students in the special courses and sections. Particularly was this true in the Mathematics, Chemistry, and Psychology. Students invariably expressed interest in the program and appreciation for the opportunity which the program in all its aspects afforded them. In a few instances, some students expressed reservations about the amount of additional work which they felt was required and about the probable risk of top grades which this work might entail.

On the basis of the generally very favorable reaction, plans are being made for the extension of the program in University College, and the inclusion of Honors work in the senior divisions.

CENTRAL MISSOURI STATE COLLEGE
Total Enrollment: 2,500
(Special advising, non-credit colloquia, special sections)

I. TYPE OF PROGRAM: The Honors Program, which was started in 1958-59 is general, but includes departmental offerings in English and mathematics, and eventually will probably include additional departmental courses.

II. ADMINISTRATION: A Director of Honors, who will be allowed part-time credit for this Program next year, is responsible for administration, supervision, and publicity. He is assisted by the Honors Committee which established the Program. It continues to work actively in formulating policy and evaluating applicants and students in the program and in such related work as counseling or assisting with Colloquia.

There is a budget for printing, travel, and publicity. Student scholarships and the Director's part-time salary are not budgeted directly to the Program.

III. SELECTION: Students may apply before entering college or at stated times during their college years. Freshmen are selected on the basis of high school recommendations and grades, examinations administered by the College, and interviews. Upperclassmen are selected largely on college grades and the recommendation of college instructors.

IV. COUNSELING: The members of the Honors Committee act as advisors for Honors students. Co-advising with the student's major department is planned for the sophomore year and on.

V. INSTRUCTION: All freshmen take two terms of Honors English and one term of Honors literature. There is an accelerated course in mathematics for qualified students. Additional privileges for students in the Program include waiver of prerequisites, larger course loads, independent study, substitutions in the general education course, and non-compulsory meetings of Honors sections at the discretion of course instructors.

There are colloquia which meet once a month without credit. Students prepare themselves to some extent on books or topics selected by the group. Faculty members besides those on the Committee assist at the colloquia, which are attended by all Honors students.

Beginning in 1960-61 there will be supervised independent study and research for juniors and seniors.

VI. BASIS OF AWARDS: The Honors Committee reviews the work of all Honors students every term and evaluates their respective cumulative achievements at the end of each year in order to determine which students will be invited to continue in the Program. A student who enters the Honors Program remains in it for at least a year unless his attitude and conduct indicate

that he is no longer interested.

A scholarship is awarded to each student in the Program. Special recognition at graduation and the degree "with Honors" will be given to all students who complete the Honors course.

VII. PUBLICITY: The program is announced in the catalogue and at educators' conferences throughout the year. Letters describing the program are sent to high school administrators and counselors and descriptive material is sent to Certificate of Merit winners, National Council of Teachers of English winners and other outstanding students.

UNIVERSITY OF COLORADO
Enrollment in Arts and Sciences: 5,500
(Honors Seminars, Colloquia)

I. TYPE OF PROGRAM: The University of Colorado has two distinct but coordinated programs: General Honors and Departmental Honors.

II. ADMINISTRATION: General Program: The Honors Council administers the program, making all policy decisions, helping in the selection of honors candidates and deciding on awards. The Director of Honors interviews applicants for the program, counsels honors students, and supervises the colloquia.

About 20% of the Arts and Science faculty teaches in the Honors Program. The policy is to reduce teaching loads to compensate wherever possible. Some teachers are also recruited from outside the college.

The Honors Program has a budget of $30,000 per academic year. An honors office, library, and lounge are maintained.

Departmental Program: Departmental programs are administered by the Departmental Honors Chairmen, working in conjunction with the Honors Council and the Director of Honors. The Chairmen select students and counsel for Departmental Honors.

III. SELECTION: General Program: Students may enter the program any time during the first three years of undergraduate study. Freshmen are selected on the basis of their high school records, recommendations from principals, and interviews with the Director of Honors. National Merit listings are also used.

Most of the students who enter the program after their first semester do so on the basis of recommendations from their college instructors. All instructors are requested to notify the Director of Honors of promising candidates at the end of each semester.

Admittance to the Junior and Senior Colloquia is on the basis of previous performance in regular or honors work, recommendations from instructors, and an intellectual autobiography submitted by the student as a part of his application.

Departmental Program: Students may enter the departmental program at the beginning of their junior year and no later than the beginning of their senior year. Final decisions on selection are made by Departmental Honors Chairmen.

IV. INSTRUCTION: General Program: The two main features of this program are a large variety of one hour seminars and the interdepartmental colloquia.

The main purpose of the seminars is to fill gaps in the student's education. Thus, for example, majors in the humanities are encouraged to take seminars in the social and natural sciences. These seminars can be very general (e.g., "The Domain of the Literary Arts,") or quite specific (e.g., "Utopias Old and New"). Enrollment averages eight students per class.

The Colloquia, which meet one evening a week for two hours carry two units of credit. They are inter-departmental discussion groups conducted by two instructors and having an average enrollment of 12 students. The Freshman Colloquium deals with the period of Ancient History, the Sophomore with the Middle Ages and the Rise of Science, the Junior with the Age of Reason and the 19th Century, and the Senior with the 20th Century.

All Honors Courses are taken on a pass or fail basis with no examinations or grades.

More emphasis is now being placed on independent work, and this year 20 students earned 1 to 8 units of credit in this way. Seniors are allowed to take up to 23 units in independent work.

There are also special sections for Honor Students in two of the four general education courses.

Departmental Program: The examinations which all students must take to qualify for honors at graduation are set by the Honors Council. It is up to the Departments, however, to set up courses or seminars or make other provisions to prepare honors students for the departmental examinations. The departments may also set up additional requirements.

V. AWARDS: General Program: Honors are awarded on the basis of grades and a battery of examinations. A 3.0 average is preferred, but if all other factors are favorable a student may graduate with honors even if his average is lower.

Towards the end of his last semester a student takes the Area Tests of the Graduate Record Examination. He then takes a three hour written examination in which he answers two essay questions, one on each of the two large areas outside his own. Finally, he is examined orally by three faculty members, one each from humanities, social sciences, and natural sciences. These examiners make a recommendation to the Honors Council. The Council then reviews the student's record and decides which degree of honors if any, the student should receive. About 75% of those students who take the examinations do graduate with honors, (cum laude, magna cum, or summa cum).

Departmental Program: Students participating in departmental honors take examinations similar to those in general honors. They take the Graduate Record Examination in their major, a three hour written departmental examination and an oral. The latter two are administered by the Departmental Honors Examining Committees, who make recommendations to the Honors Council. As in the case of general honors, the Council makes the final decision on awards, and successful candidates graduate with cum laude, etc. in their major field.

VI. PUBLICITY: The Honors Program is described in the catalogue and in a special pamphlet, and is explained to freshmen during orientation. Programs of general interest like lectures and debates, sponsored by Honors, also help publicize the program.

University of Colorado Continued --

VII. EVALUATION: Records are kept to show how honors students do after graduation from the university. Students are also interviewed and asked to fill out questionnaires which are very helpful in evaluating the program.

DUKE UNIVERSITY
Total Enrollment: 5,245
(Seminars, Special Counseling, Independent Study, Research Papers)

I. TYPE OF PROGRAM: Two programs are offered: Graduation with Distinction and Independent Reading Program. Both are basically upperclass, departmental programs.

II. ADMINISTRATION: The Graduation with Distinction Program is currently offered in fourteen departments. General regulatory supervision is exercised by a university committee, but each department has its own committee which sets and maintains standards equal to or above those required by the university committee.

The Independent Reading Program is administered usually by the Director of Undergraduate Studies in each of the several departments which have chosen to operate the program.

III. SELECTION: In the Graduation with Distinction Program students are invited, in the spring of the junior year, to participate in the program as seniors. Invitation is selective; the minimum grades required are B average both in the major and in over-all college work. Not all students with these averages are invited to participate, since the program, varied from department to department, is not necessarily adapted to the mere grade-getter.

Selection for the Independent Reading Program is made upon application by the student. The demonstrated aptitude and maturity of the applying student are the chief basis of selection, with departmental approval necessary.

IV. COUNSELING: Counseling is carried on constantly through meetings with the leader of the seminar, the individual directing the student's research or reading, or the appropriate academic dean.

V. INSTRUCTION: Instruction in the Graduation with Distinction Program varies from department to department. Some conduct special seminars of from 8-12 students; others provide personal direction and counseling by individual faculty members. In every department, a mature research paper is required.

The Independent Reading Program is conducted through personal conferences of student and faculty member who is usually, though not invariably, the Director of Undergraduate Studies in the department. A successful examination on the material assigned allows the student to proceed with advanced courses in the subject matter.

VI. AWARDS: Awards are granted only upon the recommendation of the departmental committee. About half the students selected eventually earn Graduation with Distinction. The University Committee on Graduation with Distinction must

receive and approve the recommendation before the award is made.

VII. PUBLICITY: Attention is called to the programs in the catalog and also in a special brochure on Programs for the Superior Student. The student's attention is also directed to the programs in the freshman assemblies and by his major adviser.

FORDHAM UNIVERSITY
Enrollment in Arts and Sciences: 1,700
(Special Seminars, Independent Study, Senior Thesis)

I. TYPE OF PROGRAM: For sophomores there are special seminars on topics with broad cultural implications. Honors work for juniors and seniors is in their field of specialization.

II. ADMINISTRATION: The Honors Program is administered by an Honors Committee and part-time Director of Honors. Members of the Committee counsel Honors students, each seeing an average of about ten students per semester. Honors work is counted as a part of the teaching load of faculty members.

There is an Honors office, library, and student lounge. The Program has a yearly budget of $4,000.

III. SELECTION: At the end of the freshman year, sophomore Honors candidates are selected by the Honors Committee. Selection is on the basis of CEEB scores, high school and first semester freshman performance, the recommendation of college instructors, and an interview with the Honors Committee. Candidates must have at least a B+ average for the freshman year.

Men who give evidence of superior scholarship as candidates are accepted into the Honors Program at the end of their sophomore year.

IV. INSTRUCTION: Honors candidates pursue the regular sophomore course of studies. In addition, they participate in a reading and discussion program built along lines of general cultural interest. The program is divided into four seminar series which treat of the epic, tragedy, comedy, and novel in society. Each week the student reads and reports on a major literary work and then joins in a faculty-directed discussion of the book. At the close of each series of seminars, the program sponsors a public lecture in which a recognized authority on the subject presents his views to the Honors candidates.

All candidates also take courses in music appreciation and the history of art in order to deepen their understanding of the age. Though the seminar discussions are in a literary framework, they include historical and sociological problems.

Students who are selected as Honors men at the end of the sophomore year may choose to spend their junior year in Paris rather than at Fordham. Each student who remains at Fordham is assigned a mentor in his major department, who suggests courses to be taken, sets up an advanced reading program, arranges to meet with the student at regular intervals and assigns a paper for the fall term. The mentor may excuse the Honors student from regular class attendance in the department. Each senior Honors student prepares a senior thesis under the guidance of his mentor.

Weekly junior-senior seminars serve to keep the student's interest from becoming too specialized. Seminar discussions are planned and handled by the Honors men themselves, though

faculty members may be invited to participate. At times the senior members of the seminars are invited to speak on their respective theses.

V. BASES OF AWARDS: The degree egregia cum laude is awarded on the basis of grades and the senior thesis, which must be publicly defended. A B+ average is required.

The degree cum laude is awarded on the basis of grades alone.

HARVARD UNIVERSITY
Enrollmant in Arts and Sciences: 4,500
(Advanced Standing Independent Studies, Departmental Tutorial)

I. TYPE OF PROGRAM: Harvard offers four interrelated programs for students who demonstrate exceptional ability, preparation, or performance in the college. 1) There is a departmental honors program for sophomores, juniors, and seniors. 2) The Advanced Standing Program provides placement into advanced courses or into Sophomore Standing for students who enter the college with advanced preparation. 3) The opportunity to pursue Independent Studies for Ungraded Credit is offered to qualified juniors and seniors. 4) A new program, introduced in 1959-60, offers an opportunity for freshmen to work with senior faculty members, on research projects, in special seminars, or in advanced sections of regular courses.

II. ADMINISTRATION: Departmental Honors: This program is administered by department chairmen and Senior Tutors in the departments. Honors students are counseled by their tutors, who help them plan their programs. Time spent in working with honors students is counted as part of the teaching load of tutors. There is no budget specifically for the Honors Program.

The Advanced Standing Program, Independent Studies, and the experimental Freshman Program are administered by a faculty Committee on Advanced Standing, a Director and an Associate Director, operating under a separate budget.

III. SELECTION: Departmental Honors: All sophomores in fields offering tutorial are considered honors candidates and are tutored in the Houses and in the Non-Resident Student Center. At the end of the sophomore year all students in these fields take a test to qualify for the junior-senior program. The results of this test, the recommendation of the tutor, and the students' whole record are taken into account by the Department Heads in deciding which students are to be admitted to the program. About 54% of the students who have chosen their field of concentration are Honors candidates.

Advanced Placement: Advanced Placement is determined in most subjects by the results of the Advanced Board. In subjects where these examinations are not appropriate to the requirements of Harvard College or in Subjects in which the College Board offers no Advanced Placement Examinations, departmental examinations are given during Freshman registration week. Decisions in individual cases are made by departments and by the Committee on Advanced Standing.

Harvard University Continued --

Independent Studies: Juniors or seniors who are candidates for departmental Honors may, upon the recommendation of their departments or Committees of Concentration, enroll for units of Independent Studies for Ungraded Credit. A student who wishes to work independently submits a petition to his department outlining the work he plans to do. The department passes on the petition; the Administrative Board of the College records this independent work for degree credit on the student's record.

Freshman studies: Candidates for special studies in the Freshman year are selected either on the basis of outstanding work in their regular courses or because they have, before registration, exhibited qualities which make them particularly qualified for a given seminar or project. Final selection is made by the professor in charge on the basis of a personal interview.

IV. INSTRUCTION: Departmental Honors: Honors work in the upper division is carried on mainly through tutorial, for which candidates receive credit equal to one course. They may petition for more than one course credit. At the end of the junior year all candidates take a qualifying examination which, together with their tutorial work, is graded. Seniors continue tutorial work and also write a thesis. A comprehensive examination in the field of concentration is required of all seniors; some departments require an oral examination as well.

Advanced Standing: There are four provisions in the faculty legislation covering the Advanced Standing Program. The first offers advanced placement in any subject in which a student demonstrates substantial preparation beyond the level normally expected in secondary school. If a student achieves advanced placement in three or more subjects, he is admitted to the College with Sophomore Standing with the option to remain in the College for four years if he wishes. Under a third provision students who have finished the eleventh grade but have not yet graduated from high school may be admitted to the College without their secondary school diploma. The fourth provision offers a reduction of course requirements for upper division students who wish to work for graduate school credit.

Independent Studies: Approved independent studies are usually, but not necessarily, supervised by a member of the faculty. There are, however, no formal requirements and no grade. The work is often done by a student entirely on his own.

Freshman studies: This work is carried on by Freshmen under the direct supervision of a faculty member. It may take form as a research assistantship, as a group research project, as an honors seminar, or as special studies supplementing a course.

V. AWARDS: The Degree of Bachelor of Arts with Honors is awarded in three grades: with Honors (cum laude), with High Honors (magna cum laude) and with Highest Honors (summa cum laude). The students' examinations, theses, and other Honors work are considered by department heads who recommend awards to the full faculty.

Cum Laude in General Studies is, in exceptional cases, awarded by the faculty to a student with the requisite grade average who has not been a candidate for Honors in his field of concentration.

HOWARD UNIVERSITY
Enrollment in Arts and Sciences: 2,500
(Special Sections, Honors Courses, and a Colloquium)

I. TYPE OF PROGRAM: There are honors sections of freshman courses and special courses in sophomore, junior and senior years. There is also a departmental honors program.

II. ADMINISTRATION: The Honors Program is administered by a Coordinator who consults with teachers of special honors courses in matters affecting the Freshman Program. The Junior and Senior Honors Program is under the supervision of a Committee of Eleven selected from the five basic divisions of the College (Humanities, Physical Science, Social Science, Education, Health Education). Departmental honors work is directed by the respective departments.

III. SELECTION: Freshmen are admitted to the program on the basis of high scores on the intelligence and reading, mathematics, and English Placement tests; review of high school record especially with regard to relationship between performance and potential; well-coordinated personality, extra-curricular activities, and recommendations of teachers and personnel officers; and in doubtful cases, counseling interview with potential candidates. So far, the aim has been to select the 40 highest ranking students on these bases. They are divided into two roughly equal sections with the relatively higher scores on the English Placement Test admitting students to the higher section.

Students who make a 3.2 average outside the program are eligible for admittance at the beginning of the Sophomore and Junior years. Students already in the program who fail to maintain a 3.0 average at the end of any given year may be dropped.

IV. COUNSELING: The freshman student is counseled by the Coordinator and his nominees, including the Secretary of the Honors Program. The teachers in the program also work out a counseling technique whereby any student having difficulty in a particular course at any point during the semester will receive immediate counseling on that difficulty. When the student becomes a sophomore, he receives general academic advice from the Head of his Major Department (as other students do), but he still receives advice on honors work from the Coordinator of the Honors Program.

V. INSTRUCTION: In the Freshman year the honors student takes the normal program of the regular student, but most of his classes are enriched honors sections. This is especially true of the required courses in Humanities, Natural Science and Social Science. The Natural Science course was instituted two years ago especially for the honors student. A course in

Communications combines in concentrated form the required work in English and Speech reducing by three hours the amount of required work as compared to the regular student.

In the sophomore year the honors student takes a special course in "Great Thinkers of the World." The Junior Colloquium is designed to unify the basic information the student has acquired through general and specialized courses. It utilizes an inter-disciplinary approach, is taught by a committee chosen from each of the three major divisions (Humanities, Natural Science, Social Science), and pursues the ramification of a single major topic once a week for a semester. The Senior Great Issues course will deal with topics of broad and continuing interest to any well-coordinated, intelligent person. It will bring in outside specialists, and like the Junior course, will provide opportunity for a class discussion and original papers.

VI. BASIS OF AWARDS: At present the student's record shows his participation in honors work. A new method of calculating honors, under consideration of the college faculty, is intended not only to combine the departmental and general honors programs, but also to insure honors awards entirely on the basis of work in the program.

VII. PUBLICITY: So far, no systematic publicity of the Honors Program has been instituted, but special news stories on the Honors Program have appeared in the campus newspaper and in the Howard University Bulletin. Also, the parents of honors students have received letters outlining the scope of honors work and the nature of opportunities afforded. The unusual activities of the Honors Program, such as the participation in field trips, receptions, theatre parties and the like, have been publicized locally to a limited degree.

VIII. EVALUATION: Student evaluation of the program is invited through discussion conferences sponsored by the class in Communications. The practice of inviting an honors student of more than one year's experience to submit formal written statements on particular points of the program is expected to be instituted soon. The College has already appointed an Evaluation Committee which is expected to begin its evaluation after the program has been in operation for four years (i.e., after 1961). Records of various developments are being kept for the use of this committee.

UNIVERSITY OF ILLINOIS
Total Enrollment: 26,500
(Special Sections, Special Courses)

I. TYPE OF PROGRAM: All-University and this year Departmental programs.

II. ADMINISTRATION: Individual programs are administered by the departments offering them, under the supervision of the dean of the college involved. The all-University program is coordinated by an all-University Honors Council working with a Director and Associate Director of Honors Programs.

III. SELECTION: Each college establishes the selection criteria for its own Honors students. Liberal Arts and Sciences selects up to the top 15%. The top 3% of the entering freshmen, designated "James Scholars" are all-University Honors students. They are selected by the Honors Council on the basis of high school record and performance on aptitude tests. The University is developing liaison with state high schools to help in identifying superior students.

IV. INSTRUCTION: The individual departments in the various colleges have established special sections, special courses, and interdisciplinary seminars for Honor students. In general these are in the hands of experienced teachers. Special sections are provided for James Scholars.

V. AWARDS: Subject to the approval of the dean of the college involved, each department awards Honors on the basis of grades and Honors work. The awards designated on the diploma are Distinction, High Distinction, and Highest Distinction. College Honors given on grades alone are to be abandoned.

Monetary awards are made by the University Committee on Scholarships.

INDIANA UNIVERSITY
Enrollment in Arts and Sciences: 2,100
(Honors Courses, Special Sections and Independent Work)

I. TYPE OF PROGRAM: The departmental honors program is the only "program," but there are also special courses and sections for freshmen and sophomores, and an interdepartmental colloquium for juniors and seniors.

II. ADMINISTRATION: Departmental Program: The Committee on Honors is an advisory and coordinating body for the Departmental Honors Programs and supervises the interdepartmental colloquium. Each department, however, plans its own program and selects and advises students.

Freshman-Sophomore Courses: The College Committee on Scholarship and Probation is in charge of this program. It also works mainly in an advisory capacity, the departments themselves planning courses and sections for superior students. The committee is also in charge of recruiting students for the program and publicizing it within the state.

III. SELECTION: Departmental Program: During the second semester of the sophomore year or the first semester of the junior, students with 2.3 cumulative grade average and the approval of their department chairman or honors committee may be admitted to the program. In exceptional cases students may be admitted earlier or later with the permission of the Committee on Honors. Each department may set up its own additional requirements. About 5% of the students in Arts and Sciences are presently participating.

Freshman-Sophomore Courses: Selection for this program depends upon the department in which the special section or course is given. Admittance is by invitation, and is generally based on entrance examinations and other special tests. The Advanced Placement Program is also beginning to be used.

IV. INSTRUCTION: Departmental Program: To be eligible for honors, a student must take an honors seminar, either departmental or interdepartmental, and write a senior thesis. He may also do independent work for credit. A candidate must be enrolled in some kind of honors work each semester to maintain his status. A minimum of 9 semester hours in honors work is required, and a maximum of 24 is allowed.

Honors courses vary with different departments. In English, for example, honors students in their junior year take a two semester survey of English literature and thought which is ordinarily taken by seniors, and an honors seminar in methods of literary study. In their senior year they write a thesis.

Freshman-Sophomore Courses: Special sections for freshmen and sophomores are offered in English language, English literature, French, and Government. Some of these courses closely parallel the regular section, but are more advanced or more intense. In Freshman World Literature, however, the regular couse is replaced by a seminar of 15 students. These students write papers instead of taking quizzes and examinations, and have discussions instead of lectures and recitation.

Interdepartmental Colloquium: The colloquium was started in order to bring students and faculty from different departments together. The class meets once a week for two hours and carries three units of credit. It is organized around one topic each semester. During the first semester the topic was "Darwinism and Its Influence," during the second, "The Age of Newton."

Discussions are conducted by the three or four faculty members who direct the course, with occasional lectures by visiting professors. The interdepartmental approach can most easily be seen by these sample titles of student papers: "Darwin and Hegel as Influencing Historical Method," "Darwin and Samuel Butler," "Darwin as Geologist," "Darwin's Ideas and International Relations."

V. AWARDS: Departmental Program: Department heads recommend students for awards to the All-College Committee on Honors. The Committee in turn recommends them to the Dean, who makes the final decision.

Students are recommended on the basis of their cumulative grade point average, departmental and honors work, independent project, and comprehensive examinations. Either a written or an oral examination in the major field is required, the examiners including a member of the Committee on Honors, and members from the student's major and minor departments.

Students who successfully complete the honors program graduate "with Honors" in their major field. Graduation with Distinction, High Distinction, and Highest Distinction is based on grades alone, and has no necessary connection with the Honors Program.

STATE UNIVERSITY OF IOWA
Enrollment in Arts and Sciences: 5,400
(Special Counseling, Sectioning and Courses)

I. TYPE OF PROGRAM: The program, which was initiated in September, 1958, includes special sectioning and advising for lower division students and departmental programs for upper division.

II. ADMINISTRATION: The Director of Honors, appointed by the Dean, administrates the program and serves as chairman of the Honors Council, which consists of the supervisor of honors from each participating department, the chairman of each course offering special sections for superior students, and the general advisors to superior students. The Council sets the policies for the Program and identifies the superior students.

Students are assigned to faculty sponsors who act as general advisors and to departmental advisors when they have selected a major. Sponsors see 10-12 students per semester.

About 15% of the faculty participate in the Honors Program as advisors or instructors. Teaching loads are adjusted for participation whenever possible.

III. SELECTION: The Honors Council selects students for the program from the top 5 to 15% of the freshman class on the basis of entrance examinations and interviews with the Director of Honors. Juniors entering the Departmental Honors Program must have a 3.0 average and be interviewed by their department heads.

IV. INSTRUCTION: Freshman honors students must meet the same basic requirements as other students, but in most introductory courses they may take special sections. These students are carefully guided in their choice of electives, and it is hoped that several departments will offer special courses for honor students who are not majors.

Departmental majors must complete at least six hours of honors work in their respective fields. This work, the exact nature of which is determined by the department, may be an independent project, supervised reading, a seminar, a thesis, or any combination of these.

V. AWARDS: Honors are awarded on the basis of grades and examinations. The Honors Council requires a minimum 3.0 average and an examination over the student's honors work. Individual departments, each of which

draws up and administers its own examination, may require a higher minimum grade average.

Final determination of awards is made by the Honors Council on the basis of departmental recommendations and the student's grade average.

KANSAS STATE UNIVERSITY
Enrollment in Arts and Sciences: 2,600
(Special Sections, Special One-Unit Seminars)

I. TYPE OF PROGRAM: General (non-departmental), extending through the four undergraduate years.

II. ADMINISTRATION: The program is administered by the Director (on half-time appointment) and an Advisory Committee consisting of six members of the faculty, each of whom serves for three years in a rotating membership. The program has at present no budget of its own; its expenses are met out of the Dean's general funds.

III. SELECTION: Entering freshmen are chosen on the basis of their high school records and their performance in the entrance tests; approximately the top 5% of the entering class may be admitted. At any later stage, the chief consideration is outstanding academic work in residence. An upper-classman may be admitted on the strength of his current performance, with no more than nominal regard to his early record. Once admitted, a student is expected to maintain a grade-average of 3.0 (B).

IV. COUNSELING: After an interview with the Director, each new student is assigned an academic advisor. Every department has one or more representatives who have been specially selected to counsel Honors students, and it is customary to send a student to an advisor from the department in which he expects to take his major. If he is undecided, he may be advised by the Director or by a member of the Advisory Committee.

V. INSTRUCTION: Though a few departments now offer sections of introductory courses for unusually able students, most of the classwork of Honors students is done in standard courses. But an Honors student may be allowed to by-pass certain courses that would normally be prerequisites, and he may arrange to take any course within reason by examination. The aim is not to hasten graduation, but to encourage more advanced levels of study.

Each semester, seven or eight one-unit seminars are provided for Honors students, in topics that lie outside the regular range of courses or that would generally be fenced off by prerequisites. The seminars meet under informal conditions once a week or once every two weeks; they are taught by one or sometimes two instructors who may or may not receive a reduction in teaching load on this account; and they conclude in a paper or test or panel discussion for which each student receives a grade. Enrollment in the seminars is optional, and each is limited to eight or sometimes nine students. The seminar plan is being extended to include a colloquium for juniors.

Kansas State University Continued --

VI. BASIS OF AWARDS: Since the granting of a degree "with Honor" or "with High Honor" is the prerogative of the General Faculty, not of the Honors Program, no formula exists at present for acknowledging a student's participation in the Program on his diploma; the point is under discussion. The student's transcript makes due note of his participation in the Program. Beyond the maintenance of at least a 3.0 grade-average, the only requirement for satisfactory completion of work in the Honors Program is the presentation of an acceptable Senior Honors Essay. The topic of this essay may or may not lie in the student's major field.

VII. PUBLICITY: Letters are sent to high-school seniors who apply to the University for scholarships; description of the Program is included in freshman orientation; a summary explanation is distributed to high-school students when they visit the campus in groups during the year; and the University News Bureau sends out news and feature stories on the Program from time to time. A descriptive leaflet is being prepared.

VIII. EVALUATION: Students have a standing invitation to express their own views on any and all parts of the Program. Each student who enrolls in an Honors seminar is asked to write the Director a letter commenting upon his experience in it; and while these letters are supposed to focus on the students' own intellectual progress, they may and often do offer suggestions for the improvement of the Program generally.

UNIVERSITY OF KANSAS
Enrollment in Arts and Sciences: 3,500
(Flexibility, Acceleration, Sectioning)

I. TYPE OF PROGRAM: A general program for freshmen and sophomores started in 1955. A departmental program for juniors and seniors.

II. ADMINISTRATION: Freshman-Sophomore Program: The program is administered by the Associate Dean and the College Administrative Committee. The committee is composed of six members elected by the faculty.

Since honors classes are mainly special sections of regular classes, they form a part of the teaching load of the instructors. The Associate Dean devotes about one-third to one-half of his time to the program.

Departmental Program: Either one faculty member (often the major advisor) or a committee, appointed by the department, has charge of the program in each department. A College Committee provides policy guidance but is not involved in administration.

About 30% of the departments have such programs.

III. SELECTION: Freshman-Sophomore Program: The Associate Dean, advised by the Dean and the Administrative Committee, is in charge of selection.

He tries to select those students who are in the highest 2-3% by national norms. The main source for such students is the competition for the Summerfield and Watkins scholarships. National Merit listings are also used and some students are selected on the basis of high school records, scores on placement tests, and recommendations.

One hundred and fifty students are presently participating.

Departmental Program: Each department has a committee or faculty member in charge of selection.

To be eligible for this program the student must have a minimum average of 3.2. Candidates will not be accepted after the first semester of their senior year, and should begin their work earlier.

There are now about 60 candidates.

IV. INSTRUCTION: Freshman-Sophomore Program: The three main aspects of this program are special counseling by means of which greater flexibility of programs is allowed, accceleration, and sectioning.

Special counseling of honors students is done by the College Administrative Committee, which has the right to set aside any rules of the college which might hinder the student from exercising his full capabilities. Thus, for example, students are allowed to take advanced courses whenever their advisors feel they are ready for these. Each advisor sees no more than six or seven freshman students each semester.

Acceleration is accomplished by larger course loads (the honors student averages 18.3 hours per semester as compared to the normal load of 15), advanced placement, and outside preparation for course examinations. Thus many are able and some choose to graduate in three years.

Special honors sections are now being offered in eighteen departments. Thus freshmen can often take three-fourths of their work in honors sections, and sophomores about half of theirs. All freshmen participate in the discussion groups of the Western Civilization program (normally not open to freshmen).

In connection with this program, a grant from the Carnegie Corporation has made it possible for twenty students (usually sophomores) to assist senior faculty members in their research. Twenty other students hold similar appointments under a grant from the National Science Foundation and from under a grant from the Kansas Heart Association.

Departmental Program: Each department decides the nature of its honors work. This may include special courses, independent work, a thesis, special examinations or any combination of these. High-ranking seniors are invited to participate in an interdisciplinary seminar on Contemporary Intellectual Issues, conducted by the Associatiate Dean. These inter-departmental seminars are open to juniors of outstanding scholastic rank.

V. BASES OF AWARDS: Freshman-Sophomore Program: There is no award connected with this program.

Departmental Program: The departments decide which students should receive awards on the basis of grades (a minimum average of 3.2 must be maintained), a departmental examination (either written or oral) and whatever extra work the department requires. The awards are given less for the student's innate ability than for the use to which he puts it.

Awards for grades alone: The top 10% of the class graduates "with distinction" and the top 3% "with highest distinction."

VI. PUBLICITY: The Honors Program is primarily publicized through personal contacts with students considered eligible. Letters also go to principals and parents. The program is described in the catalogue and in other publications and explained to freshmen during orientation.

The high schools cooperate with the Freshman-Sophomore Program in helping to identify and prepare superior students.

VII. EVALUATION: Careful records are kept of honors students to see how they compare to others of similar ability on such points as grades, scores on tests, going on to graduate school and dropping out.

The evaluation of the program is also aided by frequent informal interviews in which the students are encouraged to give their opinions.

UNIVERSITY OF MASSACHUSETTS
Enrollment in Arts & Science 2,000
(Seminars, Independent Study, Advanced Placement)

I. TYPE OF PROGRAM: All university and departmental. Freshmen and Sophomore Deans Scholars have special privileges and advising and participate in an integrated symposium. Junior and Senior Departmental Honors are offered in all departments.

II. ADMINISTRATION: The University Honors Council sets standards for admission to Honors, supervises programs, recommends award of degrees with Departmental Honors and sets the general policy for Honors and for advancement of scholarship. At present there is no budget for the administration of the Honors Program. There is a budget of $18,460.00 for operation of a part of the Senior Honors Program in the sciences, provided in part by the National Science Foundation.

III. SELECTION: Deans Scholars: Freshmen and Sophomores are selected as Deans Scholars on the basis of High School records, performance on aptitude and advanced placement examinations, on the scholastic record at the end of each semester, and on faculty recommendations.

Junior and Senior Honors: On the basis of recommendations of the major department, the Honors Council makes selections from the top 25% of the Sophomore and Junior classes.

IV. INSTRUCTION: Symposia: Visiting lecturers upon the invitation of the Honors Council.

Junior Honors: Honors work in Seminars and Independent Study to be conducted in each major department or group of cognate departments by members of departmental staffs designated by department heads.

Senior Honors: Independent Study leading to a thesis under supervision of the Honors advisor appointed by the Department Head. A minimum of 6 credits is granted for this study.

Advanced Placement Program: Available to all prepared students. Special sections of advanced courses available in various departments for those who have passed prerequisites by reason of advanced placement, independent study or other waiver of requirements.

University of Massachusetts Continued --

Graduate Course Enrollment: Open to Senior Honor Students with approval of Department Heads concerned.

There are currently 76 Senior Honors Candidates and 150 Sophomore Deans Scholars. About 170 Freshmen will be selected.

V. AWARDS: General Honors: Cum laude, etc., awarded on basis of grade averages.

Honors in Major: Awarded by the Honors Council upon recommendation of Committee (appointed by Council) examining the thesis and conducting an oral examination of candidate. About 75% of all starting Senior Honors successfully complete the thesis; about 95% of those reaching oral examination are successful.

VI. PUBLICITY: The Honors Program is described in the catalogue and a special brochure is being prepared. Freshmen orientation includes these explanatory materials. A weekly campaign of publicity is maintained in the campus and local newspapers, highlighting particular Honors students. An annual "Honors Day", sponsored by the Honors Council and chapters of the Learned and Honor Societies, helps publicize the students and the Program.

VII. EVALUATION: Questionnaires of Honors students and advisors. Follow-up of post-graduate status of as many students as is practical.

MICHIGAN STATE UNIVERSITY
Total Undergraduate Enrollment: 16,000
(Individual Guidance, Planning, and Instruction)

I. TYPE OF PROGRAM: The Honors College, a University-wide program open to all superior students regardless of academic specialization.

II. ADMINISTRATION: The Honors College was created by legislation approved by the faculty in November, 1956. The general policies of the College are determined by a faculty committee composed of representatives from each of the degree-granting colleges in the University and the Director of the Honors College. Honors committees at the college and departmental level are responsible for the supervision of honors work conducted within their respective precincts. The Director and the all-University Committee insure the integration of curricula and are responsible for the total administration of the program.

Academic advisors for Honors College students are appointed from the regular departmental staff in the discipline of the student's major work. No advisor is assigned more than ten students. Honors College courses and tutorials are conducted by members of the faculty who have distinguished themselves by their scholarship and interest in the program.

The Honors College has a budget sufficient to meet the expenses of the Director's office. A colloquia and seminar room has been provided for the co-curricular activities of the Honors College in the University Library.

III. SELECTION: Students are admitted to the Honors College on the basis of their academic performance during the first year in the University. A 3.5 (A-) all-university average is required for matriculation. Transfer students and others who have not met the minimum standard by the end of their freshman year may be admitted any time thereafter, so long as their admission precedes entrance into the upper school. In all instances students are given the option to join the Honors College. Matriculation is considered a privilege, not a duty. Students who are not ready to accept the greater challenge and freedom of the program are discouraged from entering. Four-hundred and twenty five students are presently enrolled.

IV. INSTRUCTION: The outstanding characteristic of the Honors College is its academic flexibility. After a student enters the college, all requirements of the University, excepting total hours to be taken, are waived. With the help of his advisor, the student plans a program of study which will conform to his particular academic background and his intellectual aspirations. A typical program of study might include the waiving of prerequisites for advanced or graduate courses,

credit by examination, individual study under faculty supervision or enrollment in special honors sections which have been designed to accommodate the greater capabilities of the superior student. In all instances a student's program of study is subject to the review and recommendations of the college committee. This committee has, as its chief function, to insure that the student does not look upon his major as the only important work in the University.

V. BASES OF AWARD: To remain in good standing, an Honors College student must maintain a 3.2 all-University average, and demonstrate that he is profiting from the flexibility afforded him by his status. Upon graduation the student's affiliation with the Honors College is appropriately inscribed on his degree. In addition Honors College graduates are listed separately in the commencement bulletin.

VI. SUPPLEMENTARY HONORS WORK: Superior freshmen students are given the opportunity for honors work prior to their formal entrance into the Honors College. Selected upon the bases of their high school achievement and their scores on the orientation examinations, students with high ability are offered placement in special honors sections in all required freshman courses. Additional honors sections have been arranged in freshman classes in mathematics, chemistry, physics and in many of the biological sciences.

UNIVERSITY OF MICHIGAN
Enrollment in the College of Literature, Science, and the Arts: 7,250
(Special Counseling, Special Sections, Special Courses,
Summer Reading, Faculty-Student Discussion Groups)

I. TYPE OF PROGRAM: Historically the Michigan program began with departmental honors, for juniors and seniors. In 1957 the program was revised and extended. It now includes honors work for freshmen and sophomores. Thus the College Honors Program extends through four years.

II. ADMINISTRATION: The College Honors Program is controlled by the Honors Council which determines policies and reports to the faculty on the progress of the Program. The Council is appointed by the Executive Committee of the College and includes representatives of all departments and additional members chosen by the Dean. The actual administration of the Program is delegated to an appointed Director and an executive sub-committee of five elected members.

A separate Honors office is maintained as a part of the College administration. The Director of the Honors Council holds a half-time appointment, and his administrative assistant is full time.

The Director has been granted the authority to make exceptions to existing College rules and to establish special courses for the program.

III. SELECTION: Selection of underclass students is the responsibility of the Director. Approximately 8% of each incoming freshman class is invited to join the Program on the basis of (1) high school rank, (2) CEEB and NMSQT scores, (3) a local test battery, (4) recommendation of high school principals and counselors, (5) autobiographic material on the application form, (6) an interview with the Director. Students who make half A and half B or better on college work and seem otherwise qualified are invited at the end of the first and second college semesters. Students who have fallen below a B average at the close of the second or third college semester are dropped.

Selection of upperclass students is delegated to the departments of concentration under general standards set by the Honors Council: a B average over all, and a B+ average in courses previously elected in the field of concentration.

IV. COUNSELING: Underclass counselors are chosen from the membership of the Honors Council. Each counselor is responsible for approximately 15 students for the first two years. Students are encouraged to talk over their program plans thoroughly. When the student reaches junior standing, he moves on to a concentration counselor in the degree program of his choice.

University of Michigan Continued --

V. INSTRUCTION: The important privileges of this program include: special sections for Honors students in all large courses, special Honors courses, summer reading for credit in selected courses and faculty-student discussion groups.

Three interdisciplinary College Honors courses have been established: once in the humanities, one in the social sciences and one in the natural sciences. The other special courses are departmental in character. Several departments have set aside course numbers providing for independent work under staff supervision.

VI. BASIS OF AWARDS: A notation is made on the student's transcript of his participation in the Honors Program.

After successful completion of a department's honors program, the students are nominated for Honors degrees by their departments in accordance with standards set by the Honors Council.

The granting of degrees with distinction and high distinction is based upon over all academic average and is a function of the College, not the Honors Council.

VII. PUBLICITY: The Honors Program is described in the College Announcement and in supplementary publications which are available upon request.

UNIVERSITY OF NEW MEXICO
Enrollment in Arts and Sciences: 1,300
(Special Sections and Courses)

I. TYPE OF PROGRAM: A general program starting with freshmen began in September, 1957. Next year an older departmental program which has fallen into disuse will be revived and expanded.

II. ADMINISTRATION: An Honors Council administers the program. The Dean of the College, who is assisted by a part-time Associate Director, functions as Director of Honors.

Students are counselled by the Director and Associate Director, the Honors Council, and the instructors of the colloquia and honors sections. Each counselor sees approximately 10 students.

About 3% of the liberal arts faculty are now teaching honors courses or sections as part of their teaching load.

III. SELECTION: The Honors Program is coordinated with the high schools in the selection of students and in advanced placement.

Thirty entering freshmen were selected in 1957 chiefly on the basis of the ACE Psychological test and the College Aptitude tests, and when available, information from high school principals. Interviews with the Director of Honors were held where possible. At the end of the first semester, 9 students dropped out and 17 were added on the basis of first semester class work and the recommendations of their instructors.

In 1958-59 fifty-five freshmen were selected. The sophomore program included 45 students, mostly survivors from the previous year's freshman course. Selection of more than 45 freshmen was not found to be feasible. Although greater care was taken in the selection of freshmen in 1958-59, casualties were greater than in the preceding year. Experience has shown that there are no foolproof predictors of success in the program. The best obtainable indication of success appears to be excellent high school grades plus a very high score on the ACE Psychological test.

IV. INSTRUCTION: All freshman honors students have been required to take a special freshman colloquium. Each section (12 to 15 students) is taught by two instructors from different disciplines. The colloquium gets the students to do wide and rapid reading and to discuss their reactions to it frankly and thoughtfully.

Additionally, in 1957-58 and 1958-59, freshman honors students were started in special sections of Western European Civilization, the second semester of the traditional freshman composition course, and college algebra, each student being required to take two of these courses.

University of New Mexico Continued --

In 1959-60 freshman honors students will be required to take only the colloquium and a special composition course. The previous requirements have been found to too severely limit the student's program. Furthermore, many departments hope to start special sections for more able students in their discipline. Although departmental criteria for selecting superior students may not always coincide with those of the Honors Program, their special sections will serve many of the same purposes while avoiding much administrative awkwardness.

In 1958-59 there were three sophomore seminars, one each in the humanities, social sciences, and sciences. Concentrating on relatively narrow topics, these served to balance the very general and diverse reading of the colloquium with deeper penetration into a single subject.

Only the very best 20 or 25 students from the sophomore year are to be selected for the junior year of the Program. Very outstanding students, both regular and transfer, who have not previously been in the Program will also be accepted. All junior Honors students will take a new three-hour course entitled Major Traditions in Western Culture, the topics of which are to be religion, art, literature, science, and political and moral philosophy. The course will be the responsibility of an historian who will be aided by a scientist, an art historian, a philosopher-political scientist, and a Shakespearian.

The senior year program has not yet been determined, but a senior colloquium will probably be given.

V. AWARDS: As the first honors class will not graduate until 1961, the system of awards has not yet been established. Awards will probably be based on overall grade average, performance in honors courses, and a battery of comprehensive examinations, written, oral, and objective.

Selection for admission into the junior program carries with it the right of scholarship or fellowship aid. The minimum amount of aid is $100 per year regardless of need, and the scholarship or fellowship can run as high as $1200 per year on the basis of need. It is estimated that the average will be $500 per student per year.

CITY COLLEGE, NEW YORK
Enrollment in College of Liberal Arts and Science: 4,000
(Special Seminars, Honors Paper, Independent Reading)

I. TYPE OF PROGRAM: Upperclass departmental program mostly in the departments of English, history and physics.

II. ADMINISTRATION: The program is directed by an assistant dean who reviews all applications for honors, referring them with receommendations to the appropriate department. He works with the Honors committee of the faculty on the formulation of general policies. There are three Honors sub-committees in each of the three major subdivisions of the college: Arts and Humanities, Social Science, and Natural Science. The sub-committees meet at the end of each term to discuss the progress of students, assign grades, and approve special graduation Honors, following departmental recommendations. The sub-committee in each case is the final judge of the students' accomplishments.

III. SELECTION: To be eligible to apply for designation as an Honors student, a candidate must fulfill at least one of the following conditions:

1. at the end of the Sophomore year he must have been eligible for the dean's list (overall average of 1.2 in a scale where "A" is 2.0 and "B" is 1.0);

2. at the time of application he must have an average of "B" in all courses;

3. at the time of application he must have an average of "B+" in his major subject and satisfactory general record. He must then be accepted by his department.

Before approving an applicant, a department seeks the opinion of instructors who have known the student in class to determine if there has been any evidence of scholarly promise, intellectual growth, scientific curiosity, etc. Even after a careful selection process not all who complete the Honors program are recommended for graduation with special Honors.

IV. COUNSELING: All Honors students who prepare an Honors paper (this includes all who plan to graduate with special Honors as well as others who work on special projects but do not take enough Honors credits to earn special graduation Honors) are assigned to a mentor. He directs the reading and study program, gives suggestions about the paper, in some cases refers the paper back for revision, reads the final form, and makes recommendations as to the grade and credit.

The City College Continued --

V. INSTRUCTION: The program of instruction varies greatly from one division to the other:

In the Social Sciences there is a three-term program. In the first term the student reads widely in the social sciences. In the second term his reading is more specialized, in anticipation of his Honors paper in the third term. At the end of the term the student is required to take examinations based on his reading in all of the social science areas and a comprehensive examination in his major field. During each of the three terms he is expected to attend and participate in the Social Science Honors Seminar.

In English a similar three-term sequence exists. In the first term the students' readings are in the field of literature before the 19th century; in the second term his readings cover the 19th and 20th centuries. In the third term the student must prepare his Honors essay. He is required to attend and participate in seminars and to pass examinations on the readings he has done. In the departments of classics, music, and modern foreign languages, special projects are worked out on an individual basis. These may extend over one, two, or three semesters.

In the sciences and mathematics, qualified students are accepted on an individual basis. The student may undertake projects extending over one, two, or three terms. In the department of Chemistry, a grant from the National Science Foundation for research on the undergraduate level is expected to further accelerate an already thriving program in that department.

There is a general seminar on "The Modern View of Man" taught by three professors.

IV. AWARDS: General Honors: Cum laude, etc., awarded on the basis of grade averages. Special Honors: The student who completes nine or more credits of Honors work with a grade of "A" may graduate with distinction and is cited at commencement for special Honors in his major field. In addition to his regular diploma he receives a special certificate, attesting to the fact that he has earned special Honors.

Special Recognition: To further emphasize the importance attached to the Honors program and the intellectual achievement of our students, a special Honors Convocation was held in late May for the winners (and families) of prestige awards--Woodrow Wilson Fellowships, National Science Foundation Fellowships, New York State College Teaching Fellowships, other university fellowships, Salk Scholarship, Phi Beta Kappa, Tau Delta Pi, etc. In the science division, four Honors students described their research at the annual dinner meeting of the Sigma Xi Club.

PRIZE: Five departments, Biology, Chemistry, Geology, Mathematics and Physics, received a gift of $2000 to be given in prizes, $1000 a year for two years, to not more than three students for outstanding work in their respective areas.

VII. PUBLICITY: The details of the Honors program are set forth in the bulletin. More important for the vigor of the program, however, is the activity on the part of a number of the academic departments in drawing the attention of promising students to the advantages of this program. The assistant dean in charge of Honors also contacts each lower junior, who is a potential Honors student as defined under III, inviting him to consider the special advantages of the Honors program and to submit an application for participation therein.

VIII. EVALUATION: Because of the manner of selecting students, a statistical account of the grades received would be meaningless. Rather the success of the program must be measured by such accomplishments as acceptance in graduate school, the winning of awards for graduate study and of course ultimate professional achievement. The overwhelming majority of those winning special graduation Honors do gain admission to reputable graduate schools as well as a fellowship or assistantship enabling them to proceed with further study.

NORTH CARCLINA STATE COLLEGE
Enrollment in Schools of Agriculture, Design, Education, Engineering, Forestry and Textiles: 5,800
(Ability Sectioning, Special Courses, Flexibility)

I. TYPES OF PROGRAMS: Fundamentally departmental except in upperclass Honors programs which cut across departmental lines. Superior Student Programs in mathematics, first-year English, and sophomore physics; junior-senior Honors Program in Engineering, and four years opportunity in Honors Curriculum in Agricultural Science.

ADMINISTRATION: Individual programs are administered by the departments and schools offering them. Supervision is by respective deans and directors of instruction. Student personnel offices, in cooperation with the Dean of the Faculty's Office, provide various research, informational and counseling services to students and staff.

III. SELECTION: For first-year superior student offerings in English and mathematics, new freshmen are selected on the basis of their entrance examination scores and the results of special advanced placement tests. Students participating in upperclass programs are selected variously upon the basis of their record of achievement, or satisfactory completion of a previous superior student program, or by other criteria--including outstanding ability and staff recommendation.

IV. COUNSELING: In addition to a regularly assigned adviser in his school, a student in one of these programs receives counseling from the teacher of the course. In some cases the department head participates as a counselor. Upon request or referral, the Counseling Center works with a number of superior students.

V. INSTRUCTION: The program in Mathematics features increased discussion of the "why" as well as depth of penetration in subject matter. The course aims to stimulate and motivate extensive exploration of mathematical principle and application. There is a reduced need for drill, since the students have the power to learn more readily.

Extensive practice and application in perfecting the skills of analytical reading and expository writing characterize the Superior Student Program in English. Homogeneity of interest and ability promote exceptional competence, stimulate advanced learning, and permit some acceleration, although this is the lesser of these objectives.

In addition to added exposure to subject matter not possible in regular sections, sophomores in the Superior Student Program in Physics profit from the efficiency of instruction made possible by homogeneous grouping. The increase in depth of material offers outstanding students

the opportunity to pit their mettle against the criteria of the course which includes more complicated problems and topics.

The Honors Program in Engineering provides more flexible course selection, experience in real and potential problems of industrial research and development, greater understanding of and respect for other academic disciplines, and better preparation and stimulus for graduate work. The broad view, rather than the specialized, is stressed.

The Honors curriculum in Agricultural Science spans four years of undergraduate work, permitting a great degree of latitude and flexibility in course planning, selection and study. Adaptability in planning allows students to meet individual interests and needs according to demonstrated ability.

VI. BASIS OF AWARDS: Depending upon the program, students may earn more hours of credit because of a slight acceleration. In some instances, course exemptions may be earned. Additionally, all programs provide a broader foundation for advanced study in any curriculum. The usual awards for outstanding records of achievement are conferred as follows: Honors (3.00 or 'B' average) and High Honors (3.50 or 'B+' average).

VII. PUBLICITY: The various Superior Student Programs and Honors Programs are publicized in descriptive releases about the programs, student participants and staff. Departments sponsoring freshman offerings make regular mailings, urging the participation of outstanding prospective high school students.

VIII. EVALUATION: The departments and schools concerned study records of achievement in order to determine means for improving and expanding the offerings. Results of informal conferences with the participants are considered. Counselling Center research on the relationship between performance and entrance examination scores is available to all departments.

UNIVERSITY OF NORTH CAROLINA

Undergraduate Enrollment: 5,173

I. TYPE OF PROGRAM: Advanced placement with credit for omitted freshman work, traditional. Honors Program for 50 promising Freshmen, started in 1954. Special sections of sophomore courses for B-average students, started in 1958. Seminar-type courses for outstanding juniors and seniors, started in 1958. Departmental honors work for juniors and seniors (directed reading and honors theses), started in 1917.

II. ADMINISTRATION: Freshman Program: Administered by a committee appointed by the Chancellor. The secretary of the committee functions as General College Adviser to freshman and sophomore Honor Students. Sophomore Advanced Sections: Administered by the sponsoring departments with encouragement and coordination from the Chancellor's Committee on Superior Students. Junior-Senior Seminars and Departmental Honors Work: Administered by the departments. The College of Arts and Sciences (responsible for junior-senior instruction) has now organized an Honors Council the chairman of which is designated Director of Honors.

III. SELECTION: Freshman Program: Criteria include CEEB aptitude and achievement scores, rank in secondary-school class, recommendations, interview results. During 1954-56 the Honors Group included 25 freshmen, but since 1957 50 have been appointed each year. Sophomore Advanced Sections, Junior-Senior Seminars Overall average of "B" or, in case of specialized abilities, consent of the sponsoring department. Departmental Honors Work: Selection by departmental chairmen or honors committees, with some nominations coming from the Director of Honors. A general "B" average is considered desirable, but departments may impose other requirements.

IV. INSTRUCTION: Freshman Program: For the

OCCIDENTAL COLLEGE
Total Enrollment: 1,400
(Special Courses, Credit by Examination, Voluntary Discussion Groups, Special Seminar)

I. TYPE OF PROGRAM: There is a newly instituted college Honors Program providing special courses, credit by examination, and voluntary discussion groups in the freshman and sophomore years, a two-semester junior seminar, and a senior research project and thesis. There are also Departmental Honors Programs which vary by departments but might include a research project, written papers, a senior thesis, and/or a special reading list on which the student is examined. Departments with provisions for Honors work are Biology, Chemistry, English and Comparative Literature, History, Philosophy, Physics, Political Science, and Psychology.

II. ADMINISTRATION: College Honors are administered by the Honors Council which consists of the Dean of the Faculty and five members appointed by him. Honors counselors are selected from interested faculty members. Each accepts a maximum of six students. Ordinarily the student has the same counselor during his four years in the college.

III. SELECTION: Students may not become actual Honors candidates before their junior year. Potential candidates are selected from the freshman class by means of College Board test scores, honors at entrance, course performance, etc. Those who wish to assume candidacy are given a reading list for the qualifying examination and are invited to arrange for an Honors counselor. The qualifying examination is given towards the end of the sophomore year. It and a subsequent interview are the basis on which students are admitted to formal candidacy.

IV. INSTRUCTION: There are special sections of some freshman courses. Honors candidates are urged to seek credit by examination where feasible, and are permitted to take upper division courses as sophomores. During the sophomore year there are voluntary discussion groups on the qualifying examination reading list conducted by senior Honors candidates.

For juniors there is an interdisciplinary seminar conducted by one member of the faculty from each of the humanities, sciences, and social sciences. The first semester of the seminar, entitled "The Anatomy of Knowing," is devoted to the problem of knowledge as it appears to the various disciplines. The topic of the second semester will vary, but it will ordinarily be a specific problem that can be approached from different points of view, for example, "The Problem of Censorship", "The City".

College Honors work in the senior year consists of an interdisciplinary project which will ordinarily culminate in a senior thesis. Candidates are also expected to conduct occasional discussion groups for lower divisions.

Occidental College Continued --

College Honors students are encouraged to participate in departmental programs where available and to take advantage of independent study opportunities in the regular curriculum.

OHIO STATE UNIVERSITY
Enrollment in Arts and Sciences: 5,000
(Freshman Honors Courses, Flexible Programming,
Departmental Honors)

I. TYPE OF PROGRAM: The Freshman Program, a series of two special courses and a non-credit discussion group; The Individualized Plan of Study, by which freshmen and sophomores can plan a more flexible program for the rest of their undergraduate work; Departmental Honors for seniors.

II. ADMINISTRATION: All three programs are administered by the Honors Committee. The Assistant Dean of the College charged with the responsibility of general administration of the program serves as Executive Secretary of the Honor. Committee.

Department Heads and Faculty Honors Advisors advise students for honors. Each Honors Advisor sees approximately 30 students per Quarter.

About 12% of the liberal arts faculty participates in the Honors Program, as well as some teachers from other colleges. Honors work is not counted as part of the teaching load. The program has no budget.

III. SELECTION: Freshman Program: Qualified freshmen may apply for admittance near the end of the autumn quarter. Admittance is by invitation only and not necessarily limited to those students who apply. The Honors Committee selects students on the basis of grades (3.2 minimum), recommendations from college instructors, scores on entrance examinations and interviews.

Individualized Plan of Study: Students may be enrolled as entering freshmen on the basis of their high school records, their performance on scholarship examinations, and on personal interviews. They are required to take the two freshman Honors courses and must maintain a 3.2 average.

Departmental Honors: Students with a 3.0 over-all average and 3.5 in their major department should apply in the Quarter preceding their senior year.

IV. INSTRUCTION: Freshman Program: Upon invitation, students may take one or two special courses: Arts Survey 402 and Arts Survey 490.

Arts Survey 402, "Essentials of a Liberal Education," is a seminar given during the Winter Quarter for one unit of credit. Enrollment is limited to 15-20 students per section.

Arts Survey 490, "Methods of Inquiry," is given during the Spring Quarter. This freshman Honors seminar is designed to help those enrolled to examine the ways in which the scientist, the social scientist, and the creative artist come to terms with the particular problems which each faces. Two units of credit are given.

The Academy is a non-credit discussion group, meeting once every two weeks to discuss current problems in the sciences and humanities with invited speakers.

Individualized Plan of Study: This is mainly a counseling and planning program. As part of the application a student and his assigned advisor submit a plan of study which the student proposes to follow during the remainder of his academic career. In approving this application the Honors Committee is empowered by the Dean to modify any of the College requirements, provided that no student shall be excused from any University requirement or permitted to complete less than the minimum number of credit hours required for a degree. In this way the student is given the opportunity to do advanced work earlier, to do independent study, or whatever seems best suited to the individual's needs and interests.

Departmental Honors: A program of at least eight hours of reading and research is submitted to the Honors Committee for approval. In some departments a thesis is also required.

V. BASES OF AWARDS: Freshman Program and Individualized Plan of Study: No awards.

Departmental Honors: The candidate takes a comprehensive examination during his last quarter over the work done in his major department. It may be both written and oral, but must include at least one hour of oral examination with a member of the Honors Committee on the examining committee. The examining committee then recommends whether the candidate should graduate with Distinction, with High Distinction, or without either.

Awards on Grades Alone: All students achieving an average of 3.5 graduate cum laude, all those averaging 3.8 graduate summa cum laude.

PRINCETON UNIVERSITY
Enrollment in the College: 3,000
(Advanced Placement, Special Sections, Independent Study, Tutorial, Senior Thesis)

I. TYPE OF PROGRAM: There is advanced placement and special sectioning for freshmen and sophomores. Instruction in the major field involves tutorials and independent study leading to a senior thesis.

II. ADMINISTRATION AND SELECTION: There are neither special administrative procedures nor special provisions for the selection of Honors students as there is no separate Honors "program". All A.B. candidates are considered candidates for Honors and all receive the same kind of instruction. Some of the interdisciplinary programs, however, require a given grade average for admission.

III. INSTRUCTION: On the basis of his school record and his performance on the Advanced Placement and College Board Examinations, a student may receive advanced placement in one or more subjects. As individual attainment rather than course credit is the measure of advancement, there are relatively few bookkeeping problems. Other provisions for freshmen include special ability sections or courses in the fields of mathematics, modern language, Latin, physics, chemistry, history, and English.

Especially qualified undergraduates may be advanced from freshman to junior standing upon the completion of a year in the College. This often results in greater breadth and depth of learning as over fifty per cent of the students who have been so advanced have chosen to spend a fourth year at the College in order to take courses which otherwise would not have been accessible to them.

During his junior and senior years, each student pursues a departmental or interdepartmental program in which he takes four instead of the usual five courses. Relief from one course enables the student to carry on independent work which culminates in the senior year in a long essay or thesis.

Instruction in upperclass reading departments is partially by the preceptorial method. Normally, a class meets for two lectures a week which are supplemented by a third hour conference meeting of a preceptor and six or seven students. A number of departments offer special senior seminars limited to students of high standing, and such students are often permitted to take graduate instead of undergraduate courses in their field of concentration

IV. BASIS OF AWARDS: Honors are awarded entirely on the basis of the grades which the student receives on his senior thesis and on a series of comprehensive examinations given at the end of his senior year.

UNIVERSITY OF ROCHESTER
Enrollment in Arts and Sciences: 2,000
(Full-Time Honors Work in Special Seminars)

I. TYPE OF PROGRAM: The Honors Division is a full-time program for juniors and seniors. The student takes some courses outside his major field, but the program emphasizes departmental work.

II. ADMINISTRATION: An Honors Committee and part-time Director of Honors administer the program. The members of the Committee counsel students for the program, each member seeing approximately 20 students per semester.

About one-third of the faculty teach honors courses at various times as part of their teaching load. The Honors Division itself has a budget of $2,000.

III. SELECTION: The Honors Committee selects students for the program principally on the basis of performance during the first two years of undergraduate study. The recommendations of instructors are considered and students are generally expected to have a B average, though this requirement may be waived. Currently about 3% of the students in the College of Arts and Sciences are members of the Honors Division.

IV. INSTRUCTION: Students in the Honors Division normally take a total course load of two seminars per semester. Program requirements are reduced slightly for students who must take regular courses in such other divisions as education and pre-law. A minimum of 6 seminars (48 hours) is required for graduation with honors. Four seminars must be in the student's major field, and all are in liberal arts.

Each seminar meets once a week for three hours and is limited to eight students. The students prepare papers which are read and discussed, each paper being made available to all members of the seminar prior to the meeting. Though the papers are often based on material recommended by the instructor, the student is expected to do additional research on his own.

There are no quizzes or hour examinations in the seminars, but at the end of the junior and senior years, the student is given a three-hour examination in each of the seminars in which he was enrolled during the year. At the end of the senior year, an oral examination is also given. All examinations are prepared and graded by a Board of Outside Examiners, which is composed of faculty members of other colleges and universities.

V. AWARDS: The Board of Outside Examiners, consulting with the Honors Committee and seminar instructors, determines what awards shall be conferred. The student may graduate with Honors, High Honors, or Highest Honors in his major field. About 90% of the students who complete the honors program do receive one of these distinctions.

STATE UNIVERSITY OF SOUTH DAKOTA
Enrollment in Arts and Sciences: 1,450
(Honors Seminar, Special Sections)

I. TYPE OF PROGRAM: Interdepartmental Honors Seminar and Honors Curriculum.

II. ADMINISTRATION: The Honors Committee is made up of three members, one from each division. Committee members are elected by their division faculty and serve three year terms. The Dean is an ex-officio member. A Seminar Director is appointed by and reports to the Committee. Regular student advisors direct students into the Honors Curriculum.

III. SELECTION: Juniors and seniors with at least a 3.0 average are invited to attend the Honors Seminar. An Honors Curriculum Graduate must also have at least a 3.0 average.

IV. COUNSELING: There is no formal Honors counseling program. The Dean, the advisors, the Seminar Director and other faculty members do informal counseling.

V. INSTRUCTION: The Honors Seminar is a one-semester reading and discussion course. In preparation for each weekly meeting, students read in assigned selections from the Honors Library. One-third of the Seminar is devoted to subject matter appropriate to the sciences, another third to humanities, and another third to social sciences. Each Seminar meeting is attended by the Director and by a faculty member who is a specialist in the subject for discussion.

Honors Curriculum students take regular courses except that, being better students, they are likely to be placed in advanced sections of freshman English and mathematics. They must take 16 hours in science and mathematics, 20 hours in Humanities, and 15 hours in Social Science.

VI. BASIS OF AWARDS: For Honors at graduation completion of Honors Seminar and minimum grade-point average for each designation is required. The Honors Committee evaluates by appropriate means the records of qualified candidates and assigns graduation Honors.

To become an Honors Curriculum Graduate, the student must have taken the Honors Curriculum, have an average of at least 3.0, and have completed the Honors Seminar. Honors Curriculum is optional and is not required for the regular graduation honors.

The Grace E. Burgess Honors Award is given to six students each year for outstanding performance in the Honors Seminar. The Award entitles the student to his choice of books for his private library to the value of $55.00.

State University of South Dakota Continued --

VII. PUBLICITY: The University's News Bureau sends to newspapers in the area several stories a year on Honors activities. The Seminar Director talks about the Honors Program every spring to students in the advanced freshman English sections. Students eligible for the Honors Seminar are invited by personal letter. Every spring there is an Honors Banquet attended by students and faculty who have participated in the Program. At the end of each semester every A. & S. faculty member is sent a report on the Honors Seminar.

VIII. EVALUATION: The last meeting of each Seminar is an evaluation meeting. Students meet in the absence of the Director or any other faculty, discuss the merits and shortcomings of the Program, and submit a report of their discussion to the Seminar Director who forwards it to the Honors Committee.

STANFORD UNIVERSITY
Enrollment in Arts and Sciences: 3,000
(Special sections, seminars, colloquia, independent study, Senior Essay)

I. TYPE OF PROGRAM: Special sections in the freshman year in English Literature and Western Civilization. Interdepartmental program open to Sophomores in Humanities, Social Sciences and Mathematics and the Behavioral Sciences. Upper class departmental programs in anthropology, behavioral sciences, biological sciences, economics, history, humanities, philosophy, psychology, sociology, social thought and institutions--offer Honors curricula.

II. ADMINISTRATION: Each interdepartmental program has its own director and committee. Students are counseled by the committee members, who see that each student undertakes a balanced and integrated program. Honors work is considered a part of the teaching load of faculty members, but the programs have no separate budget.

Departmental Programs: The departmental Honors programs are carried on individually by departments and are generally administered by the respective chairmen.

III. SELECTION: Interdepartment Programs: The only formal requirement for admittance is an overall B average. Final decisions on admittance are made by the directors and the committees.

Departmental Programs: Department chairmen generally select students on the basis of a B average and the recommendation of an instructor.

IV. INSTRUCTION: Humanities Program: Lower division Honors students are required to take a year course in "World Literature and the History of Ideas," eight units in philosophy and eight in fine arts, as well as the University General Studies requirements.

A year course, "Seminar in Humanities," is required for juniors. In successive quarters it concentrates on human experience and values as seen in the lives of significant men and women; works of literature, music and art; and philosophy and history. Juniors also take two courses dealing with a major figure or work and the Senior Essay Pro-Seminar.

Seniors take the Humanities Colloquium in which individual works centering on some general theme are discussed. A Senior Essay of about 15,000 words is required of all Humanities Honors students and 8 units are earned for this. During the last quarter of the senior year, the candidate takes an oral examination on the field of his essay. This examination is considered by the Committee in grading the essay.

The other interdisciplinary programs have special seminars and colloquia.

V. AWARDS: Graduation with Honors requires participation in an Honors program. The Honors committees or departmental chairmen decide on awards on the basis of the student's grades and his work in the program.

Graduation with Distinction: Graduation with Distinction is based on the student's grades alone, and is not connected with Honors work.

SWARTHMORE COLLEGE
Enrollment: 900

I. TYPE OF PROGRAM: The program involves all of the work of the student during his last two years. It requires that he spend half his time in a major Department and the other half divided between two minors.

II. ADMINISTRATION: The Honors program is administered by Divisions. Swarthmore has a Division of Humanities, a Division of Social Sciences, a Division of Mathematics and the Natural Sciences, and a Division of Engineering. The Departments of History, Philosophy, Psychology, and Mathematics appear in more than one Division. While cross-Divisional programs are sometines permitted, the intent of the Faculty is to require programs that involve only Departments in the same Division. Each student selects eight topics in which to be examined, four in his major field and two in each of two minors (4-3-1 programs are occasionally permitted as are 3-3-2 programs). These topics are chosen from a list of offerings by each Department and must be approved by the Chairman of the major Department and ultimately by the Division. Changes in program must be approved by the Division.

III. SELECTION: Students must apply to read for Honors. They must propose a program of examinations at the time that they make their application. The Faculty of the Division passes on each candidate after studying his record during the first two years, recommendations from his teachers, and the program itself. Approximately half of each Swarthmore class applies for permission to read for Honors; approximately 35 per cent are accepted. A good rule of thumb is that the student must have a B average in the fields within which he will be reading for Honors, but the Faculty feels free to deny permission to certain students with good records because of a lack of independence or to admit students with sub-standard grades where there is clear evidence that reading for Honors would provide a better educational program. A few students drop out of the Honors program at the end of the Junior year on their own initiative and a few others are advised to withdraw because of poor performance in seminars or in trial examinations.

IV. INSTRUCTION: The style of instruction within the Humanities and Social Sciences is approximately the same. Typically students preparing for a given examination will meet together once a week with an instructor in a seminar which contains no more than seven or eight students and which lasts for an entire afternoon or evening. Such seminars usually include the reading and discussion of assigned essays as well as more directed instruction where necessary. Each student normally carries two such seminars per semester, so that each one takes half his time. The two seminar meetings, each lasting four or five hours, form his only academic appointments for the week. During the rest of the time he studies independently.

In the Divisions of Mathematics and the Natural Sciences and of Engineering, the typical program is a little different, and it is usual for students to spend all of one day each week in a laboratory and to meet on another afternoon or evening for a three or four hour session for discussion and problem-solving. The laboratory instruction is likely to be somewhat more directed and less different from course instruction than is the teaching in other Divisions.

V. BASES OF AWARDS: In May of his Senior year, each student takes eight written examinations, one in each of the fields that he has been studying (usually four in his major and two in each of two minors) and an oral examination in each. The examinations are set in all cases by examiners from other institutions. These visiting examiners read the papers written in response to their questions and then come to the Swarthmore campus for the oral examinations. When they have completed their individual assessments, they meet as a committee to discuss all of the work of each student and to recommend degrees with no Honors, Honors, High Honors, or Highest Honors. The proportions of each award has varied widely from year to year. In general, Highest Honors is a very rare award, being given to less than ten per cent of the applicants. Most years somewhere between two and ten per cent of the applicants are awarded no Honors. The remainder of the applicants tend to be divided roughly equally between Honors and High Honors, though in some years one of these categories may be considerably larger than the other.

The examinations by the visiting examiners at the end of the Senior year form the only formal assessment demanded of students during their last two years. No grades are given for work in seminars or for papers, and no quizzes or examinations are given by instructors. At the end of Junior year, students are asked to attempt for practice the examinations given that year to graduating Seniors in the fields that the Senior has already completed. The Swarthmore Faculty read the trial papers and advise the student of his strengths and weaknesses. No grades are recorded and the outcome is not transmitted to the visiting examiners and has no bearing on the student's final award.

VI. PUBLICITY: The Swarthmore Honors program has been widely publicized in various ways for approximately 35 years. No special efforts are now made to extend that publicity. The program is fully explained in the catalogue and is well known to all students by the time they finish the Sophomore year and to almost all of them before they

enter as Freshmen. The Swarthmore College catalogue contains a bibliography that includes several publications about the Honors Program.

VII. EVALUATION: We have no formal techniques for evaluation of the program. We do informally keep in touch with our external examiners to see what strengths and weaknesses they find in the system and in preparation for particular fields. In 1958-59 the Faculty Curriculum Committee undertook a reassessment of the entire Honors program, and some of the problems discussed at that time were listed in "The Superior Student", the newsletter of ICSS.

UNIVERSITY OF TEXAS
Enrollment in Arts and Science: 6,100
(Special Curriculum, Advising, Advanced Standing
Examinations and Departmental Honors)

I. TYPE OF PROGRAM: Plan II, started in 1928, provides a broad education for the above-average student. The Departmental Honors Program, which was started early in the century, has recently been revived. In 1959, a Junior Fellows Program designed to identify and encourage outstanding freshmen was inaugurated.

II. ADMINISTRATION: Plan II: This program is administered by the Dean, a special committee, and a director. Special sections for Plan II students form a part of the teaching load of instructors chosen for their background and interest in broad education

Departmental Honors: The Dean, the Director and a faculty committee administer this program. There is a certain overlapping of programs as Plan II students are also likely to be interested in Departmental Honors.

Students are advised by an assistant dean in charge of honors and by departmental committees.

Junior Fellows: This program is administered by the Special Programs Division, College of Arts and Sciences.

III. SELECTION: Plan II: Only students graduating in the upper fourth of their high school class are eligible. The program is limited to 110-120 students selected on high school records, entrance examination scores, and interviews with the Director.

Departmental Honors: Selection for this program may take place as early as the freshman year on the same basis as for Plan II, except that there is no arbitrary limit on the number that may enter. Department heads are in charge of selection.

Junior Fellows: Each year twenty-five outstanding freshmen are designated Junior Fellows of the College of Arts and Sciences by a faculty committee which makes its selection on the basis of high school record, entrance examination scores, first semester work, and a personal interview.

IV. INSTRUCTION: Plan II: The main feature of Plan II is a set curriculum, taught in special sections, if not special courses. Mathematics, biology, world literature and writing, European history, a foreign language, political science, American history, and an introduction to methods in social science are required during the lower division years. During the junior year there are three planned courses: classical civilization, advanced literature, and a tutorial assignment. During the senior year a course in philosophy is required as well as another tutorial based mainly on independent reading. This program leaves enough elective hours to make it possible for the student to complete a major, and more than half of those graduating under Plan II do specialize in some field.

Departmental Honors: The main requirements of this program are a departmental seminar or series of courses and a comprehensive examination. A thesis may also be required at the discretion of individual departments.

Junior Fellows: These students are permitted to pursue at their own pace whatever courses might interest them. Relaxation of prerequisites enables them to begin advanced work comparatively early.

V. ADVANCED STANDING EXAMINATIONS: Students have always been permitted to take the final examinations of courses whose subjects they think they have mastered, credit being granted if the examination is passed with a grade of B or better. Students are now encouraged to prepare regularly for such examinations in order to take advanced courses earlier and have more time for electives or to graduate in less than four years. About 600 undergraduates obtained credit in this way last year.

VI. SPECIAL ADVISORY PROGRAM: Of the 2500 entering freshmen, 250 are chosen for special advising by senior members of the administration. These students are assisted not only in planning their programs, but also in planning for scholarships, vocations, overseas study, etc.

VII. AWARDS: Plan II: No awards are made in connection with this program.

Departmental Honors: Each department decides which students are to be awarded honors on the basis of grades, a B average being the minimum, and the quality of the extra work described above.

Junior Fellows: Though this program is aimed primarily at identification, Fellows do receive certain perquisites, among which are scholarship aid where needed, special library privileges, and subscription to the Texas Quarterly.

UNIVERSITY OF VIRGINIA
Enrollment in Arts and Sciences: 1,500
(The tutorial system and non-departmental seminars)

I. TYPE OF PROGRAM: A departmental and interdepartmental Honors program for juniors and seniors dates back to the 1930's. There are also four freshman and sophomore seminars which are not a part of an Honors program.

II. ADMINISTRATION: The Committee on Honors, elected by the faculty, administers the program. Counseling is done by the Chairman of the Committee and department heads as well as by individual tutors.

Time spent in tutoring Honors students is not as a rule counted as part of the teaching load. In June, 1959, the Administration provided funds to meet the cost of honoraria and expenses for two external examiners for each department concerned. About three-fourths of the departments have participated, though not all at any one time.

The four Liberal Arts Seminars for freshmen and sophomores are administered by a committee which consists of all of the more than fifteen members of the instruction staff of the seminars.

III. SELECTION: The Committee on Honors selects students on the basis of interviews with the Chairman of the Committee and appropriate department heads and recommendations from the latter. These recommendations are made in the light of the promise to which the student's freshman and sophomore performance gives rise.

Applications are rarely accepted at any time other than the first semester of the junior year. Currently about forty students are preparing for Honors.

The Liberal Arts Seminars are open to all students, but their formidable reading lists tend to discourage all but the better students.

IV. INSTRUCTION: During his junior and senior years, the Honors student is engaged full time in Honors work. He meets with his tutor every week for discussions which usually consist of systematic criticism of his essays. He is not required to attend any courses, but may audit what lectures he chooses. In some departments the Honors student is required to write a thesis on which he works independently. All of his work is done in his major field which is usually limited to one department but is sometimes interdepartmental.

The Liberal Arts Seminars, which are cumulatively prerequisite, are limited to fifteen students per section. Each student prepares a 300-word paper on a set topic each week. The first seminar is devoted to writings of ancient Greece and the subsequent seminars range over the whole of Western Civilization in a sequence of perspectives: mathematical and scientific, social and political, poetic and philosophical.

University of Virginia Continued --

V. AWARDS: If the tutor feels that a student is not profiting from Honors work he may recommend that the student be returned to the regular curriculum. The Committee then decides how much credit, if any, is to be awarded for work done in Honors.

The decision to award a Degree with Honors or Highest Honors is made on the basis of final examinations. These include several days of written and one day of oral examinations at the end of the senior year. The examining authority, which is composed of two external examiners and one internal examiner, is selected by the Committee on Honors in consultation with the department concerned. Most students who take the final honors examination do graduate with honors and usually are elected to Phi Beta Kappa.

The Degree with Distinction is awarded to students with a sufficiently high grade point average where they are certified by their major department as having passed the final comprehensive examination with distinction.

UNIVERSITY OF WISCONSIN
Enrollment in Letters and Science: 5,500

I. TYPE OF PROGRAM: A current departmental Honors Program is being incorporated into a newly planned four-year program with general as well as departmental provisions. The freshman and sophomore elements of the new program will be introduced in 1960-61, and the whole program will be implemented by 1961-62.

The following description is of the general features of the four-year Honors Program as outlined in recent faculty legislation.

II. ADMINISTRATION: An Honors Committee of six members of the college faculty--three appointed by the dean and three elected for staggered three-year terms--will work in cooperation with the dean, the departments, and the Executive Committee of the college to coordinate and supervise the program. The Honors Committee will report to the college faculty once a year with recommendations for any action it considers necessary.

A special group of advisors for freshmen and sophomore Honors students will be appointed by the dean. Juniors and seniors will be advised by specially designated members of their major departments.

All costs of the program--chiefly faculty time--are to be fully budgeted.

III. SELECTION: Detailed policies and practices of selection will be worked out by the Honors Committee with whatever assistance the individual departments may be able to offer. But participating students are to be selected from the upper 5-10% of undergraduates in the college. Students may apply for admission to the program or may be recommended by the faculty. A student may be selected for Honors status for any semester of his undergraduate career, but a minimum number of hours of Honors work is required for a degree with Honors.

IV. INSTRUCTION: Procedures will be developed by the Honors Committee in cooperation with the individual departments whereby Honors students may conduct a substantial part of their studies with greater depth and challenge, with more individual guidance by faculty members, and more freedom and responsibility. In all courses open to freshmen and sophomores, procedures will be developed for students who are recommended by the Honors Committee and who are acceptable to the individual departments. Often this will involve special sections; where this is not feasible, special tutorial or individual guidance may be given.

Individual departments will provide the same kind of special opportunities for Honors students who are majors, except that at the junior-senior level there will be more independent study, flexibility in credits, and credit by examination. Whenever there is a sufficient number of superior

students in a given major field, the departments will be encouraged to develop special seminars, colloquia, etc. Arrangements will be flexible, but a senior thesis or its equivalent, for six credits or more, will be required of all Honors students.

Special instructional procedures for both freshmen and sophomores and departmental majors will be open to all the superior students who can be identified in the given subjects, whether they are Honors students or not.

V. AWARDS: Sophomore Honors will be awarded to students who are in good standing as Honors students in their sophomore year and who have successfully completed at least 20 credits of work under Honors procedures, including at least three each in the humanities, social sciences, and physical or biological sciences.

The degree of B.A. (Honors) or B.S. (Honors) will be awarded to students who have the recommendation of their major department, who have been in the Honors Program during their junior and senior years, and who have completed at least 40 credits of work under Honors procedures, at least 25 credits of which have been earned in the junior and senior years, and at least 10 credits of which have been earned in departments outside their major.

THE UNIVERSITY OF WYOMING
Enrollment in Arts and Sciences: 1,009
(Colloquium, Special Advising, Senior Seminar or Thesis, General Education Requirements differing from those required of other students)

I. TYPE OF PROGRAM: The program is primarily departmental, but is also concerned with the students' general education.

II. ADMINISTRATION: The Special Honors Program is administered by a committee whose members also advise the students during the freshman and sophomore years. The freshmen, however, are merely candidates for the program; they are admitted at the beginning of the sophomore year. Juniors and seniors have departmental advisers.

III. SELECTION: High school principals submit names of students whom they regard as likely candidates. Instructors in freshman English are also an important group in submitting names, since all students are enrolled in this course. Nearly all the candidates, as might be expected, come from the sections of freshman English for superior students. In deciding to admit students who have been candidates during the freshman year, as well as other first semester sophomores, the committee uses aptitude and achievement test scores, interviews, the grade average of the two semesters of the freshman year, which must be a "II" (B) or above, and recommendation of one or more instructors.

IV. COUNSELING: During the freshman and sophomore years, the students are advised by a member of the committee. In the second two years each student has an adviser in his major department. The rules for completing the major and minor in the college do not apply to Special Honors students, and a suitable program is worked out for each student in his major field, along with suitable courses in related departments, which may or may not technically result in a minor

V. INSTRUCTION: Special instruction for Honors Students involves: (1) a semester course in the first semester of the junior year (the philosophy of science) to be taken after completing a year course in the quantitative science and a year course in a descriptive science; (2) an interdepartmental colloquium during the second semester of the junior year; (3) a seminar or thesis in the major field during the senior year; and (4) a comprehensive examination at the end of the senior year. Furthermore, the general education requirements during the freshman and sophomore year differ from the regular college requirements.

VI. BASIS OF AWARDS: Students who complete the program successfully have this fact noted on their diplomas, transcripts, and on the commencement program.

University of Wyoming Continued --

VII. PUBLICITY: Letters are written annually to all high school principals of the state. After receiving from them the names of promising students, the committee writes letters to each student. Instructors and advisers on the campus bring the program to the attention of appropriate students. This year the Mortar Board banquet was devoted to publicizing the program. Professor W·D· Weir, University of Colorado, was the speaker. There has also been newspaper publicity throughout Wyoming.

VIII. EVALUATION: The program has only been in operation for one year. All that can be said is that the freshman candidates, and the sophomores enrolled, seem enthusiastic about it. (The total this year was twenty-five.) They have so far, however, experienced only the general education phase of the program. In general, they feel that this part of the program has given them real help in making a more reasonable choice of major than might otherwise have been the case, since during the first two years they have a full year course in a quantitative science, in a descriptive science, in literature, in history, in a social science, and two years of a foreign language.

Yale University Continued --

V. AWARDS: Directed Studies: Three cash prizes for excellent performace.

Scholars of the House: The Scholar's project must be turned in by May 1 of the senior year, and an oral examination is administered soon thereafter. On the basis of this written and oral work, the committee makes its recommendation to the Yale College Committee on Honors. There are two degrees of honors in this program: "Scholar of the House with exceptional distinction" and "Scholar of the House." There are also two "Dean's Prizes," one for "excellence in creative writing" and one for "excellence in academic work of an historical, scientific, or critical nature."

Departmental Honors: Departmental Honors are given mainly on the basis of independent work though the student must successfully complete the Honors Major and maintain a B average to be considered at all. There are three grades of honors: Exceptional Distinction; High Honors; and Honors.

Standard Majors may be awarded Simple Departmental Honors if they do exceptionally well on the departmental comprehensive examination and write a term essay. They must also be recommended by the department.

Divisional Honors: Standards for Divisional Honors are the same as for Departmental Honors.

Yale University Continued --

IV. INSTRUCTION: Directed Studies: Freshmen normally take five courses, three of which are required: Philosophy I, Literature I, and History of Art I. The other two courses are chosen from the mathematics and science group and the languages group. The philosophy course, called "Problems of Knowing," integrates and organizes the work of the year by exploring the approaches to knowledge exemplified in the other four courses.

During the second year, the philosophy course is "Problems of Value," and with it the student takes Studies in Society and History I, filling out his program with the remainder of his language and science requirement.

Both freshman and sophomore courses are taught in small discussion groups of ten or twelve students and the courses tend to be interdepartmental. Studies in Society, for example, include Psychology, Economics, Sociology, and Political Science. The program is further integrated in that as all students take the three core courses simultaneously, instructors can make cross references and fit their courses into an overall pattern.

There are also about ten interdepartmental lectures a year which all students in Directed Studies attend. These serve to further interrelate course material. A faculty member presents a formal lecture which is followed by an informal discussion.

Scholars of the House: Scholars devote the entire senior year to a special project. Each scholar chooses a faculty advisor who acts as his tutor. He is excused from all course requirements, though he may enroll in or audit courses if he wishes to do so. The Scholars of the House have bi-weekly meetings at which one or two members report on the progress of their work and receive the criticisms of the others.

Departmental Honors: Juniors and Seniors enrolled in the Departmental Honors Major carry only four courses each semester instead of the usual five, and one of these must be a discussion course. To graduate with honors, candidates must also fulfill one of these requirements: write a senior essay, undertake a project, or successfully complete a graduate course in the major. All students, Honors as well as others, must take a departmental comprehensive in order to graduate.

Divisional Honors: The divisional programs start in the junior year but offer a seminar in the sophomore year that serves as a prerequisite to the program. There are two seminars each in the junior and senior year and the remainder of the course load is made up of regular courses, tutorial work, and reading programs. Honors Divisional Majors are also expected to write a senior essay and to take the comprehensive examination necessary for graduation.

Yale University Continued --

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